

S A F E T Y

Two Sections • Section One



INTRODUCING
SAMMY SAFETY
See Page 7

EDITOR'S NOTEBOOK

As you read this, the 42nd National Safety Congress is a matter of history. Millions of words have been spoken, hundreds of demonstrations staged . . . all in the cause of safety for young and old. School people alone, in session in Chicago, participated in some 67 meetings, took up safety for school children and young people in all its phases.

We hope you were at the Congress. If you were not, you will find a word-picture report of that event in the next issue of this magazine. Meanwhile, this issue presents salient facts from the School and College section of "The Fight For Life," annual report of the National Safety Council as presented to Congress delegates. You will find our condensation on pages 6 and 7, together with information on how you may gain a complete copy of the report.

Also this month we bring you the National School Safety Honor Roll for 1954. Increased to a total of 605 schools, it begins on page 23, ends with a statement (from an administrator who should know) on why and how your school, too, should and can be listed in 1955.

The paragraphs from "The Fight For Life" and the Honor Roll reflect what has been achieved for school safety in the Council year just closed. Our remaining pages outline measures to help you carry the fight forward in the months ahead. This issue, in fact, concentrates on practical ideas for furthering safety in many of the areas discussed in Chicago.

There is, for example: "Let Them Do It" . . . a point-by-point discussion of how to help teen-agers develop good driving attitudes, with the facts stated by one teacher who so stimulated young people to understanding and action. Again, "On Target for Safety" is the on-scene explanation of how one town worked out a junior-size fire-arm problem. In "Safe Transportation," the man who administers a school bus program in a Missouri consolidated school district tells you what is involved in insuring safe transportation for young people.

This month you can also weigh the opinions of three experts on how to teach safety to future homemakers, as presented in our forum-in-print. If headlines have concentrated your attention on weather, you can find out what one Kansas school principal has done to forestall panic in case of tornadoes. And though the particular patrol methods are not advocated here in the States, you can even discover what American military forces in Korea have done to see that youngsters help their fellows cross school streets safely.

All of this, we hope, answers your request for more practical, how-to-do-it help for your job of safety education . . . as expressed in a recently completed survey, the results of which are reported beginning on page 19. If this material does not fit your needs, or if you have experiences of your own to add to those already presented, we hope you will write us . . . soon.

Alice M. Robison

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIV No. 3 Section One

Alice M. Robison, Editor

H. W. Champlin, Advertising Manager

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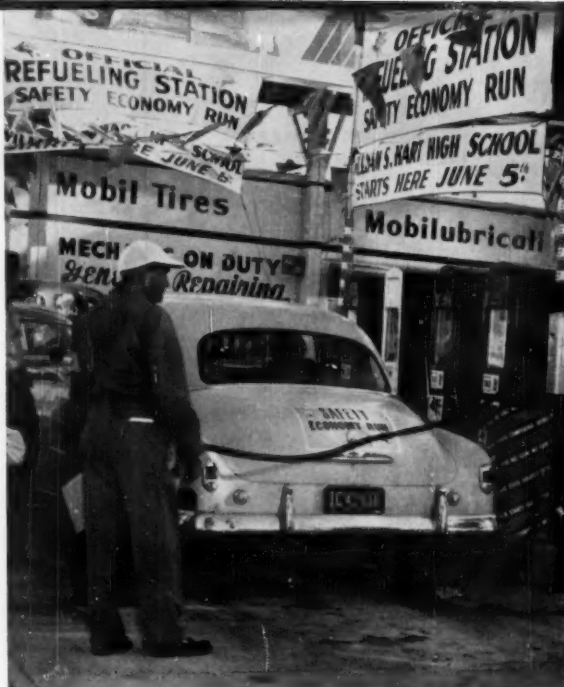
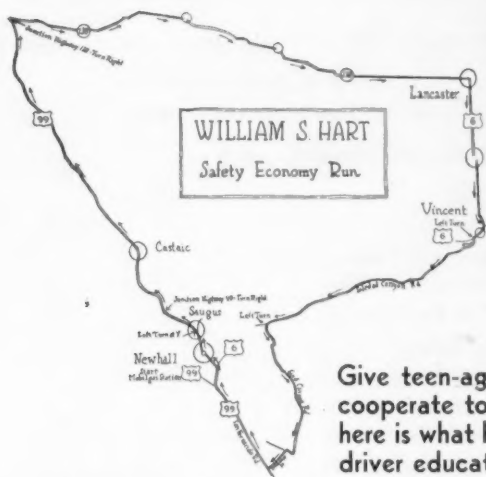
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Chartered by the Congress of the United States

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Let Them Do It!



Give teen-agers a stimulated chance and they will cooperate to improve their own traffic records. For proof, here is what happened in one California city when driver education students took three roads of action . . . competition, demonstration, and economy.



As told by:
Joe B. Crunk
Driver Education Instructor
Wm. S. Hart High School
Newhall, California

WM. S. HART High School at Newhall, California, is probably no different from thousands of other high schools throughout the United States. So the situation I found there when I joined the staff as replacement driver education teacher in February, 1953, may plague your school as well. But the answer . . . coordinated, student conducted activities for traffic safety . . . may prove just as simple for you.

Prior to early 1953 at Hart some boys (girls, too,) with old jalopies would "squirrel," "drag" and in general make nuisances of themselves on the highways. The result was that Hart students had received 116 traffic tickets and had been involved in 19 wrecks (fortunately, none fatal) during 1952. This despite the fact

that there was a driver education class in the high school.

I had been on the police force prior to and after War II and before gaining my M.S. in Education at the University of Southern California. As a consequence of my police experience, perhaps, I found the record of student drivers at Hart even more appalling. I consulted immediately with Judge C. M. Macdougall, with the California Highway Patrol, with the Newhall office of the Los Angeles County Sheriffs, and with drivers license examiners. I found them all cooperative, willing to do anything within reason to meet the teen-age driving problem. I found, too, that 14 out of 20 local teen-agers had been flunking their driving tests.

The next step, I thought, might be difficult. I set out to stimulate an interest in safe driving skills and practices among students in my classes, to transfer knowledge and fundamentals of driving into safe traffic practices, not only around the school area but also on the streets and highways. It turned out to be the simplest and most effective step I could have taken.

As an ex-police officer, I was able to draw upon experiences in traffic situations that brought actual happenings into the classroom. Thus the students became more aware of the three E's of traffic safety, and accepted the slogan that "defensive drivers save lives." As interest picked up, attitudes changed for the better.

Movies aided in the development of each unit. Committees were formed and trained to administer the psycho-physical tests. A driving

prove to them that we as teen-agers are trying and are learning to make ourselves safe, defensive drivers?" It was too late in the semester to put the idea to work . . . but there was always the next fall.

During the first week of that fall semester several students from the previous driver ed class stopped by to leave ideas they had worked out during the summer. Fired by the suggestions, the new driver ed students proceeded to develop an outstanding program of activities

At left: It's gas up and go on the Newhall Safety Economy Run. Volunteer officials are on hand to start the teen-age drivers out on the 153 mile course mapped for them. Below left: The Antelope Valley and William S. Hart road-e-o, where 10 boys and 10 girls from each school competed for skill. Immediately below: Hart "D" Day, when parents and officials saw what young people had learned. Here, parallel parking in a 20x7 foot area. (The stanchions were made by male class members on their own time.) At right: Principal George W. Harris presents first place award in the safety-economy run to Bill Parks.



course was laid out incorporating advanced skills in handling the automobile. A poster contest ended in an exhibit for the entire student body to see. And this proved the turning point in student interest. From then on suggestions on driver ed activities came not only from the classes but from the entire student body. The whole school went to work for traffic safety.

Our first open house for parents, friends and ex-students offered an opportunity for the young people to gain more recognition. Voluntarily, they worked noon hours and after school to construct a poster display. They prepared themselves to give psycho-physical tests to visiting parents. At the open house they saw their parents get behind the wheel of the dual-control trainer and (sometimes) fail to finish the skill tests involved.

This last stimulated a question: "Why can't we demonstrate *our abilities* to our parents and the community (as well as show them what is going on in the classroom)? Why can't we

for the new year.

They started by electing a class chairman and secretary in each class, with responsibility assigned to each position. Then they divided the class into groups of three and selected a secretary for each group. If a student did not have an elected position, he was assigned a specific responsibility. There were enough committees and projects to give every student a job.

Next a committee from the spring '53 class met with a group from the fall '53 class. Their decision: they would help the spring '54 classes stage *any activity agreeable to and within school laws*. Three ideas were presented:

- ▶ a rodeo-competition with another school
- ▶ a demonstration day
- ▶ a safety-economy run

May 20th, 10 boy student drivers and 10 girl student drivers of Hart visited Antelope Valley High to inaugurate competition between the two schools. Both Wilson Ferrell of Antelope Valley and myself felt there would be danger



In March Stanislaus County, Cal., students participated in a Safety Economy Run similar to that at Newhall, Cal. At left: Ralph De Palma, famous champion race driver officiates as starter while Earl Stanley, author of the driver education bill recently passed by the California legislature, looks on (far right of picture). Center: John H. Pitman, principal of Turlock High School and Earl F. Campbell, Western Region Director, NSC, give Martin Marshall, Turlock High student, his sweepstakes award. Marshall drove a '50 Studebaker, averaged 34.1935 miles per gallon. At right: the cars grouped at the starting line from Downey High School in Modesto.

in any element of speed in any of the skills tested. Student drivers were judged solely on ability behind the wheel. We wanted no individual winners either; scores were tabulated on a team basis. Six skills were involved:

- ▶ driving a 2 inch line forward and backward for 125 feet

- ▶ offset driving (maneuvering in close quarters a 10 foot wide alley 120 feet long, with 10 foot offset, both forward and backward.

- ▶ close quarter maneuvering forward and backward. There was a lane 125 feet long and 25 feet wide, with stanchions set 25 feet apart in the middle of the alley

- ▶ turning in a limited space . . . three movements allowed to turn without touching curbs in a 25 foot wide area

- ▶ position judgment-stopping. The student was to drive the car at a speed of 20 mph in a chute six inches wider than the car and 50 feet long, stop with front bumper on line at the end of the chute.

- ▶ parallel parking, allowing three movements in a 20 feet long, 7 feet wide parking area.

Girls and boys did the same skills with the same possible points. Hart teams won. What is more important is that there was inter-change of ideas between the two schools, plus a demonstration that knowledge, good attitudes and good driving habits are all needed for efficient driving. My young people learned too that other teen-agers are as vitally interested in safe driving as they are. The competition with Antelope Valley will be repeated this spring.

The students' second big event was Demonstration Day. This and the Safety-Economy Run were held the same week, to close out the driver education program for the year. All planning and work for these two events was completed by the students . . . on noon hours, after school, and on Saturdays for several weeks before the events. It was they who decided that not only parents would be invited to view their skills, but also police officials, license examiners and insurance and public safety officials. This despite the fact that they thereby put themselves "on the spot."

Students even undertook to feed their guests for the day. At first the cost seemed prohibitive. But a teen-age cookie sale which raised \$18 and the \$52 raised from a cake sale in a local store helped out. So did the work of the cafeteria crew at the school and the girls from the driver ed classes who worked as waitresses.

The Demonstration Day program included a display of classroom work, movies, a general assembly, a first aid program . . . and a demonstration of driving skills. Each of 10 skills was attempted by a boy and girl student driver. Each one was perfectly completed. Parents, teachers, and the members of the public who attended have since all indicated they found the event impressive. Demonstration Day was positive public relations for driver education by the students themselves.

The Safety-Economy Run, later in the week, enlisted the help of citizens and organizations of the community. The local Hot Rod Club safety-checked all cars used. Civic and business groups furnished crews, maps, signs, gasoline

and oil. The adult driver education classes served the meal. Awards were presented by several community officials. But most impressive was the run itself, with the winning teen-age driver averaging 23.91 miles per gallon of gas over a 153.2 mile course.

Has all this student activity helped the poor traffic situation I found when I joined the Hart staff? The figures prove it has. From the 116 traffic tickets and 19 wrecks listed in 1952, the record has been reduced to only two tickets and no wrecks during the second semester of the last school year. But what the activity . . . and the figures . . . demonstrate most for me is that Hart teen-agers have changed their attitudes at the wheel. How well they have done so is best expressed by the student-written welcome to the Demonstration Day program:

"The Driver Education classes welcome you to the William S. Hart High School Driver Demonstration Day. We fully realize that knowledge, skills and attitudes are the most important factors in safe driving. It is not our intention to try and demonstrate our expertness; rather we want to demonstrate what we, as students, do in the classroom and behind the wheel to make of ourselves safe and careful defensive drivers.

"We aim this program primarily at the public, and our parents, who are often too quick to criticize all 'teen-age' drivers as being 'punks' or worse. We realize that we, as teen-agers, have a long hard task ahead of us in educating the non-conforming teen-ager. However, we hope that in this small way we are making a good beginning"●

Maj. Gen. Stewart Named NSC General Manager

MAJ. GEN. GEORGE CRAIG STEWART has been appointed general manager of the National Safety Council, a new post created to broaden top-level administration of the organization.

He assumes his new duties this month, his retirement from the Army having become effective October 31. Gen. Stewart previously served as director of the Office of Military Assistance in the Office of the Secretary of Defense.

Council president Ned H. Dearborn said selection of Gen. Stewart as general manager followed months of screening by a Council committee of business and safety leaders. "His brilliant Army record in military transportation in combat and in general administration is testimony to the vigor and imaginative planning he can bring to the Council," Mr. Dearborn said.

A 1923 graduate from the U. S. Military Academy, Gen. Stewart advanced through the grades to his present rank. On the War Department Staff when we entered World War II, he was assigned to the transportation corps in 1942, successively became transportation chief for the North African Theater of Operations, chief of southern lines of communication for the invasion of southern France, deputy chief for the European Theater of Operations, and chief for Army Forces in the Western Pacific.



Maj. Gen. George Craig Stewart

Later he was commanding general of Fort Eustis, Va., commandant of the Transportation School, and assistant division commander of the 10th Infantry Division. Gen. Stewart also served in Korea, returning to the United States and the General Staff late in 1951. He was named director of the Office of Military Assistance in 1953.

Facts From

the fight for life

From the long-term point of view, no part of the safety movement is more important than the work with our children and youth. For more than 25 years the National Safety Council has maintained a position of respect and leadership in the school field. To do the job that is required today, two needs are paramount—more effective coordination and adequate financial support.”

—Dr. Lowell B. Fisher
Vice President for Schools
and Colleges, NSC

* * *

Accidents were responsible for 43 per cent of all deaths in the five to 19 age group in 1951. Despite some progress in accident control, the relative importance of accidents in the life or death of children has steadily increased.

* * *

Safety Education Supervisors Section: 465 members of city and state education departments in 47 states and the District of Columbia are now members. Accomplishments for the year include: a Safety Charter For Children and Youth, a statement of the basic principles of safety education—a revision of the Speaker's List.

* * *

Driver Education Section: Current membership is 684 teachers and supervisors of driver education. Continued efforts are made to encourage formation of state driver education associations. During the Congress, representatives of state associations (met) to review current activities and develop a working relationship with the Section. Two Congress sessions encourage(d) action on the policies and recommendations of the 2nd National Driver Education Conference conducted by the National Commission on Safety Education.

Higher Education: Teacher preparation for safety was offered in 340 colleges during the past year, an increase of more than 25 per cent in one year. Accidents to college students were studied with the cooperation of the American College Health Association and the Council's Statistical and Research Division. Twelve colleges reported 7,000 accidents. In cooperation with the University of Illinois and the Council's Industrial Department, the Campus Safety Committee conducted the first national conference on Campus Safety.

* * *

Publications: Subscriptions to SAFETY EDUCATION now total 8,116. During the year an unusually large number of articles or features were reprinted in other publications. More than 780,000 lesson units and almost 310,000 posters were distributed. A series of specific subject packets were developed for the first time; sales during the first six months totalled 596.

Two special projects made possible distribution of (1) 523,000 Safety Education Data Sheets to homemaking teachers and (2) 300,000 Safety Education Data Sheets and 125,000 posters dealing with the dangers of abandoned refrigerators.

* * *

Accident Reporting: School systems enrolling 1,944,000 use the Council to pool data on injuries to pupils while under school jurisdiction. Through SAFETY EDUCATION, ACCIDENT FACTS and other media, data on the extent and character of the school-age accident problem are disseminated to educators and others desiring information. Introduction of an improved Student Accident Summary form will further increase the value of pupil injury data.



Consultation: During the 1953-54 school year, 19,600 requests for safety information were answered. Staff members spent 173 days in 35 cities of 22 states, assisting local, state, and national safety education programs as illustrated by the following:

- *Planning and conducting the first conference on elementary school safety in Mississippi.*

- *Planning and participating in the education meeting of the Pennsylvania Association for Safety Education.*

- *Serving on the planning committee for the Fourth National Conference on Health in Colleges.*

* * *

School Transportation: Approximately eight million children are transported in nearly 130,000 school buses annually. Major staff contributions were preparation of a Safety Education Data Sheet on school bus passenger safety instruction (soon to be published in this magazine), participation in the 1954 National Conference on School Transportation and in a one-week institute for 850 New Mexico School bus drivers, procurement and publicizing of the 1953 school bus accident records and, in response to requests from state officials, initial steps in preparation of a model state program. Through the Annual Inventory of Traffic Safety Activities state data were collected on vehicle standards; inspection and maintenance; driver selection, training, supervision and transit practices; and passenger safety instruction.

* * *

School Plant: The nation is engaged in a multi-billion dollar program of school construction and rehabilitation. The School Plant Planning

THE FACTS ON these pages are quoted from the School and College section of **THE FIGHT FOR LIFE**, distributed last month to all delegates attending the 42nd National Safety Congress and Exposition in Chicago.

The annual report of the National Safety Council, this 36-page book contains full information on what is being done today to further the cause of safety in the home, at school, on the street and highway, on farms, in industry . . . in every area of human activity.

If you would like to read the complete story of the safety effort today, write the School and College Division, National Safety Council, 425 N. Michigan Avenue, and ask for **THE FIGHT FOR LIFE**. Your copy will reach you free of charge by return mail.

ON OUR COVER this month you meet Sammy Safety, a little character just now being introduced to the safety world. The result of long effort to put more showmanship into safety, the Green Cross boy is intended to add life to exhibits and displays of various kinds. You'll meet him often in the months ahead, in publications, on television, in many useful places.

Committee has prepared a policy statement, "Responsibility for the Provision of a Safe School Environment," and is presenting its statement for approval and support of the National Council on Schoolhouse Construction and the Association of School Business Officials.

* * *

Local Chapters: State and local chapters continued to make a multitude of contributions to school child safety. Examples: supplying materials, notably SAFETY EDUCATION Magazine, lesson units and posters; promotion of the Honor Roll; advisory and consultation service by professional staff; assistance in teen-age conferences on driver education; in-service educational facilities for teachers through sessions of local, state and regional safety conferences; inspections of school plants by engineers associated with chapters in a staff or volunteer capacity.



Girls as well as boys competed in the Omaha inter-city BB gun tourney. Both faced standing five-bull targets from a range of 15 feet. More clubs have resulted from tourney success.

On Target For Safety

Does your city or school district have a BB problem? Organization proved the answer to increasing junior-size firearm accidents in Omaha, Nebraska. Perhaps civic clubs in your town can be of assistance to you in tackling this phase of safety education.

by **Harry Hatcher**
Manager

Omaha, Nebraska, Safety Council

A LITTLE more than a year ago three startling facts brought the city of Omaha face to face with a choice: "Do something" about firearm accidents or see more children killed.

The facts:

► Records showed that 40 per cent of all fatal firearm accidents (country-wide) occurred in the home.

► The Omaha Public Power Company reported it was costing \$20,000 to replace street lights broken by vandals . . . and

► Police Chief Henry Boesen was shot in the head by a BB while investigating a vandalism report.

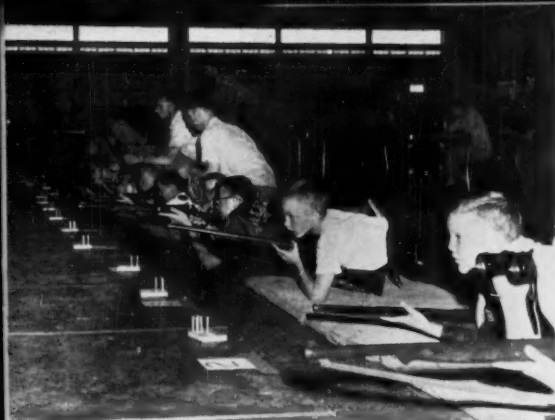
Richard Stork, a member of the Omaha Safety Council's child safety committee, had been operating a firearm club in his basement for a year. His group included just five members, one of them his own child.

At this point Dick proposed that the Safety Council back a program of firearm safety education aimed at children. Rules were to be those of the National Rifle Association.

Contacts with civic clubs, a donation of 30 BB guns from the Daisy Manufacturing Company and the cooperation of sporting goods

Col. W. L. Gray, Commander of Offutt Air Force Base, addressed 1000 persons at the BB gun tourney. On his left here is President Glenn L. Cavanaugh of the Omaha Safety Council.





The intensity of effort on the faces of these young marksmen is partly due to the five prizes in view: airplane rides.



Top winner for the day was this 11 year old girl, receiving her prize from Col. C. C. Porter, Security Officer for SAC.

stores in Omaha got the project started. One year later 400 young people were members of 23 clubs. And the club idea had spread beyond our city limits. Council Bluffs, Iowa, across the river, had two clubs. Bellevue, Nebraska, and Offutt Air Force Base also had groups.

The result of organization and education was apparent quickly. *In just eight months complaints to the police department concerning misuse of BB guns by juveniles dropped from nearly 90 to just nine each month.*

The next step was an inter-city tourney among the clubs. Colonel W. L. Gray, Commander of Offutt Air Force Base, agreed to hold the tournament there. June 13, 200 youngsters were at the base gym to compete, with another 800 looking on. They faced standard five-bull targets from a range of 15 feet. And they competed for awards most interesting to today's youngsters . . . awards ranging from two trophies to plane rides for the five top marksmen.

A jet plane was spotted just across the fence for the youngsters to view; models of jet fighters and brassards were also given as prizes to high scorers.

The overall winner of the day? An 11-year-old girl who scored 98. But the city and all

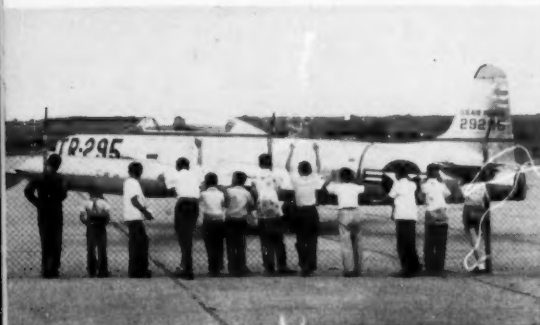
club-age boys and girls were winners as well. For officers at Offutt have now asked us to make the tourney an annual affair, while civic groups have offered to sponsor more rifle clubs. The net result is more and more youngsters participating in a rifle safety education program that is cutting down on junior-size accidents at the same time it is preparing these young people for the day when they may handle real firearms. The hope is that all these boys and girls will graduate into junior rifle clubs and into regular rifle clubs of the National Rifle Association.

Safety is the first precaution of the clubs always. Guns and ammunition are kept at a central shooting place; children are not allowed to take them out of the building. Adult supervision is present at all times. Shooting sessions are held once a week, usually last an hour, and cost the children a nickel each. The guns are furnished by our safety council.

The Omaha Safety Council, the police department, the civic clubs involved and the personnel of the air force base feel that this has been and is a worthwhile venture for safety. It may prove to be an idea for your city as well, one that can be instituted by school people and put into full operation with the help of outside agencies●

This jet plane, spotted just across the fence at the Air Force Base, drew attention of youngsters and parents alike.

The five winners rated rides in this SAC Aero Club's plane, pictured with pilot and family members of some winners.



The primary objective:

Safe Transportation



Growth brings problems in school bus transportation; cooperation of parents, students, bus drivers, maintenance personnel, supervisors and traffic officers solves the problems.

So says this educator, speaking from experience with a school bus program which has mushroomed in seven years from one to 31 vehicles and from 300 children transported daily to over 4000. The most important ingredient in safe school transportation in his opinion? Pupil conduct . . . a subject which will be discussed in even greater detail in a Safety Education Data Sheet now being readied for publication in a future issue of this magazine.

—The Editor

by **Ralph L. Martin**
Assistant Superintendent
Consolidated School District #2
Raytown, Missouri

sisting of three elementary schools (with another nearing completion), a junior high, and a high school. Since our community has few sidewalks, safety considerations make transportation essential for even those children living near school. Smaller children especially must be taken off the streets.

In Raytown we transport all 12 grades. Our transportation system had a modest beginning with the purchase of one bus in 1946. During the second semester of the same year our second bus was purchased. Within only four years, as the district attempted to provide adequate and safe transportation for all children living more than one-half mile from school, the fleet increased to 11 vehicles. In 1950, a school bus garage was built and a mechanic employed.

Thus, from a modest beginning of 293 children transported in 1946-47, the total leaped to over 1,800 in 1949-50. And in the school year 1953-54 we operated 28 buses and transported 3,392 out of an enrollment of 4,386 . . . approximately 80 per cent of our enrollment. This year we are transporting over 4,000 children in 31 school buses and operating what is probably the largest school bus transport system in our state.

The fundamental purpose of our school bus system is, of course, to transport the children to and from school. The *primary objective*, however, is *safe transportation*. This involves more than merely driving the bus to school and avoiding a traffic accident. There are many phases to consider if one would achieve a safety school bus record.

First consideration is the vehicle itself. A

RAYTOWN, Missouri is a currently typical city suburb, growing by leaps and bounds. As industrial activity is stepped up in nearby Kansas City, additional people are moving both into the greater metropolitan area and out to the suburbs. This dual rapid influx of people has created many school problems, not the least of which is school bus transportation.

We are a consolidated school district, consolidated
Safety Education for November, 1954 • 10



All aboard for home, safely. This is Raytown School Bus No. 18 loading up at the end of the day under the watchful eye of driver George Beatz and a bus patrol boy. Safety in school transportation takes the cooperation of all.

bus must be built to do the job. It must have the weight capacity for the loads carried, must be adequately braked and powered for those loads. In addition it must have the safety devices and features required by state law.

In addition to buying a safe vehicle, the school city must plan for a good maintenance program to keep buses in top condition. If possible, it is best to employ a full time school bus mechanic for this purpose.

Perhaps the most important factor in school bus safety is the conduct of the children. Maintenance of discipline is essential. It is, in fact, the driver's primary responsibility in addition to being able to operate the bus properly. For students can cause accidents by distracting the driver's attention from the road, by scuffling on the bus, standing in the aisle and in numerous other ways.

We require our students to remain in their seats until the bus has stopped, to maintain classroom order with the exception of conversation in normal tones. Some of our drivers use school bus monitors to assist in keeping order. Occasionally we find it effective to sit boys on one side of the bus, girls on the other.

All students who must cross the street are asked to cross in front of the bus to comply with the state law that traffic stops while buses are loading and unloading. This program requires supervision. If a pupil insists on wrong doing, he is sent to my office where, if necessary, he may be denied the privilege of riding. Periodically I will ride each bus to check on pupil conduct and operation of the bus.

Safety in the loading zones is another factor

for constant consideration. Loading areas, we believe, should have well defined zones. If at all possible, all traffic other than school buses should be eliminated from this area. Since parents often come to pick up smaller children, we have even tried separate loading areas for kindergarten and primary grades. In the elementary grades, we have bus rooms set up for each bus, and the teachers supervise the loading.

(The safest loading dock I have ever seen, incidentally, is at the Normandy school in St. Louis. There pupils wait behind a closed door until the bus pulls to the curb. The bus driver operates the door from the outside and this door opens directly into the bus door. Such a system is almost foolproof.)

Charting the bus routes to avoid as many traffic hazards as possible can be your most complex safety factor. Each route must be gone over personally to see where each child boards the bus, to look for blind corners, dangerous routes and the like. The end result may be reversed routes, re-routing, or, in cases of heavily traveled streets, unloading students on both sides of the street where a bus makes a return trip on that street. Our bus drivers have been of great assistance in pointing out where improvements can be made.

Safety in school transportation takes the full cooperation of students, parents, bus drivers, maintenance personnel, supervisors and traffic officers. When you have these . . . and most of all when you have cooperation of students with the driver . . . you are on your way to achieving your primary objective: *safe* school transportation●

#4

Add

make safety their
responsibility, too . . .

Activities

*by Marian Telford
Senior Field Representative
School and College Division
National Safety Council*

LAST month in this series we discussed how committees turn the plans of your student safety organization into daily activity, developed plans for program, publicity, inspection, accident reporting, and safety code committees. This article continues the discussion of possible committees for your group, beginning with the:

SCHOOL SAFETY PATROL: The function of this group is to instruct, direct and control members of the student body in crossing the streets at or near schools as well as in school halls.

Patrols should not be charged with the responsibility of directing vehicular traffic, nor should they be allowed to do so other than to signal to a motorist who approaches the crossing after student pedestrians have left the curb.

Patrol members should be selected because of their leadership and reliability. Their services should be voluntary and they should have the written approval of their parents and guardians. Officers should serve for at least one term; other members may be changed quarterly. Any officer or member should be removed for cause.

While it is quite possible for members of the patrol to be chosen by their classmates, it may be advisable for the teacher to select them. In no case should membership on the patrol be a reward for proficiency in scholastic pursuits. (Often the academically unsuccessful student needs the experience of success in patrol activities to encourage him in other fields.) In similar fashion, membership should be revoked for improper discharge of duties but not for lack of proficiency in unrelated areas.

Size of the school patrol will vary with street conditions and the size of the school. But every

patrol should have a captain, who should become a member of the student safety organization. Lieutenants and sergeants should also be appointed for the patrol. More important, there should be instruction and supervision if the patrol is to be efficient and permanent. In the detailed training and supervision of patrols, best results generally are obtained by faculty supervision and by police cooperation . . . one or more officers may be detailed for traffic duty near the school.

The local safety council, parent-teacher association, motor club, or other civic body also may cooperate by providing general supervision, encouragement and by furnishing equipment. New members of the patrol should, where practicable, serve with and under the guidance of experienced members for at least one week.

More information concerning the operation of a school patrol is available in the pamphlet, "Standard Rules for the Operation of School Safety Patrols," which may be obtained from the National Safety Council.

BUS PATROLS: Members of the school safety patrol often also supervise the loading of city street cars and buses. But schools having buses of their own organize specialized "bus patrols" to assist drivers in safeguarding student passengers. In this case, two patrol members are appointed to active duty in each bus, depending on its size.

Bus patrol members should be organized and the captain or leader should be made a member of the student safety organization. Patrol members should be upper classmen who have a sense of responsibility and who enjoy a certain prestige within the student body. It is desirable that bus patrol members should be among the first to board the bus enroute to school and among the last to leave the bus on the way home from school.

The duty of bus patrol members shall be:

► to assist the bus driver in seeing that students board and leave the bus in a quiet, orderly fashion. When students leave the bus, the patrolman should leave first and stand ready to give assistance, if necessary, to those getting off.

► to see that all students are aboard the bus and seated before it starts.

► to assist the bus driver in seeing that books, lunch kits and other packages are placed where children are not likely to stumble over them.

► to assist the bus driver in checking attendance.

► to assist the bus driver in maintaining order while the bus is enroute. The patrol will see that no students have heads, arms, or hands out of windows, and that they maintain their seats during the ride.

► In case of necessity, the patrol member will assist the driver in the use of the emergency door of the bus. The driver should instruct him in this procedure.

PHYSICAL EDUCATION LEADERS: Many of the accidents that occur in school buildings are in the gym. And a large share of accidents on the school grounds happen while young people are engaged in unsupervised activities. Both of these facts point to the need for more supervision. One way many schools have met the problem is to appoint student safety leaders . . . young people intensely interested in sports and good at them. Their responsibilities will be:

► to assist in the daily inspection of play areas and apparatus

► to instruct new students in the use of apparatus and facilities

► to supervise activities and assist in the safe performance of these activities

► to assist in setting up, use and storage of equipment and supplies

► to direct spectators at athletic and other school events in which they themselves are not active participants, and

► to conduct groups from schools to playgrounds and vice versa.

SHOP SAFETY: The problem of accidents occurring in the school shops may be approached in many ways. One way the student safety organization may attack the problem is to encourage the industrial education instructor to organize a shop safety engineers group.

Under this plan, young men and women taking industrial education and who have demonstrated leadership ability may be appointed shop safety engineer for regular, stated periods

of time. The job rotates among a number of qualifying students. It is the duty of each in turn to see that the shop remains free of hazards . . . that it is a safe place in which to work. The engineer, for example:

► would check wearing apparel and suggest correction where needed

► would watch for dangerous work habits and careless workers, reporting violations of safety requirements to the instructor

► would see that unattended machines are not left running and unauthorized persons do not operate machines . . . and would:

► inspect tools, machines and storage space

► report existing room and building hazards

► take charge of the room safety bulletin board

► report discipline cases affecting safety

► take charge of the first aid cabinet

► assist in making out accident reports.

The president of the shop safety engineers group would also be a member of the student safety organization.

BICYCLE COMMITTEE: A bicycle committee should carry on a program of bike safety education including registration and inspection of bicycles, regulation of bikes on the school grounds, spreading information about safe cycling practices, and cooperating with the community by making suggestions for improvements in the local bicycle ordinance.

Out of this committee might well grow a bicycle club with social and educational programs. The projects listed above would be conducted by various committees within the club. Officers should include a captain and as many lieutenants as needed. The sponsoring committee should include a member of the student safety organization, a faculty member interested in cycling, an enrollment officer, and a representative of the police force whose duty it is to supervise semi-annual registration and inspection of bicycles.

Membership in this group should include all pupils owning and operating bikes. Bicycle rodeos, races, parades, skill test demonstrations, tours and accessory displays will help to maintain interest.

SAFE DRIVING COMMITTEE: An increasing number of high school students own their own cars or drive the family cars to school. This practice creates increased traffic hazards around the school premises, particularly immediately before and after school and during the

Please turn to page 39

Every school day, all during the

students of 13 city schools operate a school safety program . . . operate it by themselves, for themselves, with a minimum of adult direction.

Initiated five years ago by retired insurance salesman William Feldman, who works closely with school principals (and with their blessing and gratitude) these Montana safety organizations operate individually in each school and are completely democratic in procedure.

Shortly after school opens each September each classroom elects one or two delegates to the Board of Representatives, which is the legislative body for that school. Members of the newly elected board meet with the principal and one or two teachers to nominate candidates for officers of the school safety council . . . actually the entire school. After candidates are named, 10 days is allowed for campaigning, with speeches, rallies, other political activities. A secret, school-wide ballot then names a president, vice president and secretary of the council. The vice president becomes chairman of the board of representatives.

Once a month the presidents and vice presidents of all school safety councils meet as the Presidents Council. This group discusses and decides upon the safety project for the coming month, talks over and recommends changes or new activities for the school councils. Most important, the meeting of the presidents group serves as a clearing house for exchange of ideas, so that each may benefit from the experience of others.

It is at this level that two adult advisers find their places in the student organization. E. J. Kieley, a teacher at Paxson school, is "assistant to the president" of the Presidents Council. Mr. Feldman serves as "assistant to the secretary." They speak up only when addressed in meetings; Feldman adds direction through a weekly paper distributed to each classroom in the city. This weekly bulletin covers the action of the Presidents Council, adds information and statistics on safety for action by individual school councils.

Says Feldman: "Safety or accident prevention is largely a matter of adequate safety habits and right attitudes. (These) must be acquired in the habit forming years . . . from the first year to about the 18th year of life. The grade school years are most important. With proper emphasis and training in safety, we can produce a different kind of adult than we have now. We can have an adult who is careful by long habit, one who is courteous of others while he is driving. Then we'll see a drop in the death toll."

Superintendent C. S. Porter of the public schools and principals of all schools of Missoula, Montana, agree●



Missoula school year . . .



Well organized, the Missoula, Montana, student safety organization sets up lines of responsibility, defines a code for safety for all from the outset. Reading left to right, top to bottom, we see: first row; left: Some of the members of the Presidents Council, a citywide group providing for exchange of ideas between schools; right: The Board of Grade Representatives of Poxson school in action, discussing a code of 12 laws aimed at teaching good citizenship and keeping fellow students safe. Second row, left: Jefferson school patrols get into gear for duty in inclement weather, their outfits supplied by the PTA; right: Young students at Hawthorne school look at a significant safety poster.



School bulletin boards are an important factor in the school safety programs; student council presidents regularly appoint "head artists" to their "cabinets." The posters, plus duplicated copies of safety rules distributed to each student, make ignorance of the law no excuse. Row three: left: Disobey the safety rules after such warnings and you get a ticket, as demonstrated at Jefferson. Right: the ticket calls you into safety court. This one, at Franklin School, is hearing evidence in a case of jaywalking.





forum-in-print

How do you prepare home economic students for safe home-making? Do you consider it better to treat safety as a separate home economics subject or do you prefer to weave safe practices into all homemaking lessons day by day?

Below are three answers to this question. Look them over and see if they agree with your own way of teaching

PATTERNS FOR LIFE

MRS. ORA LEE MILLER
*Home Economics Instructor
Warren County High School
Front Royal, Virginia*



I prefer teaching safe practices to my home-making students as they best fit into the program day by day. One cannot wait for the need to arise but must incorporate safe practices into each area of homemaking at the appropriate time.

When teaching foods work, kitchen safety cannot be overstressed. Housing units offer many opportunities for teaching safe practices, such as: safe practices in cleaning and storage

of cleaning materials . . . proper storage of lawn tools . . . upkeep and repair of furniture, steps and the like.

Child care would not be complete without teaching safety in play and care of toys. There are also opportunities for teaching safety in caring for the sick and clothing the family.

It is much more impressive to students to study safety as it applies to each subject rather than as a separate subject●

FRIEDA SCHMIDT
*Supt. of Home Economics
Scranton School District
Scranton, Pennsylvania*



In our Home Economics classes safety is taught with every phase of homemaking. In the lesson presentation attention is called to spots where accidents may occur and safety precautions explained. In most cases repetition is needed to

help students form good safety habits which will be carried into the home to avert accidents. Reviews and tests include safe home practices, which help emphasize its importance.

It is my opinion that safety taught as a

separate subject would not be practical. Safe practice should be so closely woven into the work that the future home maker will have formed habits of safety and will always be

alert to any possible hazard in the home. Homemaking students should also be taught first aid remedies in case of an emergency in the home or community●

MABEL McBAIN
Director, Home & Family Life Ed.
Houston Independent School Dist.
Houston, Texas

Perhaps no area of education cuts across so many other areas of safety as does that of education for home and family living. Home economics teachers draw upon many fields of education . . . including science, art psychology, arithmetic, consumer education and health . . . to help the homemaker develop the abilities, skills, appreciations and understandings that contribute to happy, healthy, safe home and family life.

In the Houston Schools safety is stressed in almost every unit, at every grade level in the home economics work, at that same time that it is being presented from somewhat different viewpoints in science and social studies classes and in health and physical education.

The prevention of accidents often depends on establishing good habits of safety: habits with respect to the handling of lighted matches; of lighting the gas stove after the door has been opened to allow the escape of any collected gas; of mopping up water or spilled food immediately to prevent slipping; of placing cooking utensils on the stove with handles out of the way of passing people and out of reach of small children.

In the home economics department all of these things and many more must be taught and practiced every day for the safety of all in the classroom and with the hope that these acquired habits will also be practiced by the students at home. With the addition of many electrical appliances in the home, teaching of safe methods of handling electric irons, washing machines, dryers, mixers and other such commonly used household articles has become a necessity.

Sometimes it is difficult for students to see the relation of well-planned work schedules and well-planned storage space to the safety and happiness of the members of the family. Yet we have only to consider the serenity of



the homemaker (and that of her family) when the home is well-managed and the work load is skilfully distributed by careful planning and shared responsibility (as compared with the confusion of the housewife who is always disorganized and completely fatigued at the end of the day) to understand why accidents often occur. Irritability and haste . . . the results of lack of skill and poor management . . . all too often send emotionally upset husbands and children into situations which end in accidents that might not have happened otherwise.

We believe safe practices must be taught as an integral part of the every day experiences of students in home economics. However, there are certain times during the year when it seems best to focus attention of all students on the importance of safety in the home. During fire prevention week special exhibits in show-case windows, class discussions, and auditorium skits are used to show proper ways for dealing with home fire hazards. Storing of children's toys and arrangement of rooms to keep aisles-of-passage clear . . . or the need for night lights to prevent accidents in the dark . . . may also be emphasized by use of posters or exhibits.

Accidents in the home result in many deaths during the year. Even when less serious, such accidents cause unnecessary strain on the budget and arouse emotions that are acute enough to develop into serious family problems. Prevention of home accidents therefore becomes an important phase of education for home and family living . . . one which needs to be taught continuously throughout the year and at every grade level, one which is also important enough to be highlighted with special programs at frequent intervals . . . until the ever-watchful home economics teacher sees indications that safe practices have become a part of the behavior of her students in school and at home●

Korean Kids: Pint-Sized Patrol

A PINT-SIZED traffic patrol is working to keep Korean school children safe on a main supply route near 25th Division headquarters. Much as their brother patrols in the United States, a Korean primary school Junior Traffic Patrol helps school fellows . . . and occasionally oldsters and oxcarts . . . to cross the busy highway in safety.

For months, military policemen of the 25th Military Police Company, had been standing guard at the crossing for children on their way to and from school. But there was a problem.

"We would send our men to the crossing at certain times each day," says 1st Lt. John Gleason, 25th M.P. executive officer, "but we never were sure just when school would let out. Some days it would close at two in the afternoon, sometimes at three, and sometimes at five. We were always missing it."

Lt. Gleason started thinking about the schools in his hometown of Santa Cruz, California. As in many American communities, the school children there handle the problem alone, with an organized safety patrol at the crosswalks. Lt. Gleason decided there was no reason why Korean school children couldn't also help themselves.

The idea was suggested to the school principal. He approved. So did the children, who idolize the American MP's anyway.

Lt. Gleason, through an interpreter, gave instructions to the children selected. In a short time the Korean kids had learned their duties. Now everyday . . . rain or shine . . . three patrolmen stand by at school opening and closing hours, to guard the crossings.

"It seems to be a healthy move all the way around," says Lt. Gleason. "While the traffic supervision was strictly under the MP's, the children took the precautions too much for granted. Now that they actually have a part in the program, they're becoming more safety conscious."

The military police company provided the



At top: Tiny Choe Suk typifies the specialized patrol system set up by MP's of the 25th Division in Korea. Center: With the help of school teacher Kand Tae Suk, Lt. John C. Gleason instructs Korean scholars on signals to use when guiding other children through heavy military traffic. Immediately above: A junior patrolman halts children as military vehicles pass by on the busy road. Older townspeople also abide by the directions of the junior size MP's. (All U.S. Army photos.)

patrol with helmet liners, each painted white with a shield in front reading "junior traffic patrol." The youngster in charge sports a set of sergeant's stripes on his helmet, even has a whistle with a brass chain. And *nobody* crosses the road until the safety patrol gives the word●

survey of safety education activities and needs is completed

Already mailed to representatives of the national organizations in position to turn your requests into actualities, the latest survey of the School and College Conference discovers a need for research, plus help in specified areas.



Lowell B. Fisher
Vice President for Schools
and Colleges, NSC

IF a national organization wants to help improve school safety education, it can do so best by undertaking or sponsoring research.

The research can be of any type. It can be related to any area of safety education. It can be at any school level or related to any aspect of administration.

This is the outstanding conclusion to be drawn from a survey recently conducted by the School and College Conference of the National Safety Council. Initiated during 1953-54, the survey was undertaken to determine the nature, extent and adequacy of safety education services and materials provided by national organizations . . . and to assist such organizations in coordinating their future services and materials programs.

The results of the survey are being made known this month, through an initial distribution of some 500 reports to the men and national organizations who have previously demonstrated an interest in helping school

people improve safety education . . . to the men and organizations with the resources to turn the indicated needs of the study into realized services and materials for schools.


Including the opinions of representative safety education supervisors and teacher educators in 41 states of the union, the findings of the study have been set up in chart form. From this chart an organization considering preparation of a film can discover quickly in which area there is need for one. Or an editor can scan the chart to check magazine coverage on safety matters, learn what subjects have not been adequately covered to date.

For example, a study of the chart reveals such varied facts as these:

- ▶ the fields of sidewalk vehicles, public transportation and bicycles need materials . . .
- ▶ specialized training schools are needed for adult crossing guards and pupil transportation . . .
- ▶ materials for use in instruction are greatly needed . . .
- ▶ fact sheets, check lists and films are the materials needed in most areas, while promoting safety sessions at conventions is almost as important as furthering new research . . .
- ▶ there is a great need for services in the fields of out-of-school organizations, rural schools and senior high schools . . .
- ▶ student organizations, home making and industrial education need the greatest number of services.


Some of the safety education supervisors and teacher educators answering the lengthy ques-

Please turn to page 28



Any year may be a tornado year.
If you live in the danger belt,
the time to prepare children to
protect themselves is now.

Before



by *Grace Casebolt*
Principal
Roosevelt Elementary School
Hutchinson, Kansas

I HAVE long believed that people who are prepared will respond intelligently when emergencies occur. This is as true of children in an elementary school as it is of adults.

Hence, the children in our school are trained to respond quickly and in an orderly manner to both announced and surprise fire drills. In our school of approximately 335 pupils, kindergarten through grade six, we regularly practice with one or more blocked exits. And when the leaders of class groups find the hands-above-the-head signal of the exit-blockers which means "go to the next-nearest exit," the signal is immediately relayed and the classes proceed without excitement or confusion.

Just about a year ago, a school patron phoned to tell of tornado warnings in our neighborhood. Then it was suddenly impressed upon me that we were neglecting one phase of safety education for the children of our school. And I began to wonder: just what does one do with several hundred children in such an emergency?

Fortunately, inquiry to the local radio station, the school administration office, and the local weather station brought assurance that our town was not in the path of the menacing clouds. But the butterflies that come to one with real fright fluttered for some time . . . and this elementary school principal resolved to prepare herself, the school staff, and the children

for just such a future emergency.

Thanks to the National Safety Council, the U. S. Weather Bureau, our local newspaper, and various professional publications, I now have a goodly collection of material describing characteristics of tornadoes and giving advice for schools on what to do when a tornado warning is heard or when tornado symptoms are observed. This information has been circulated among the members of our school staff and discussed in staff meetings. The school custodian now realizes his responsibility in relation to fire, explosion and motor hazards. And each teacher has decided upon the safest spot to take her particular group in case a tornado threatens. (Ours is a three-story brick steel-reinforced building, but the generally recommended area of the southwest corner of a first-floor hall is ruled out because the heating plant is in that part of our building.)

It was agreed that there would be casual discussion of tornadoes in the classrooms and that children would be taken to their designated safety spots and shown how they could protect

themselves by crowding along an inside wall of their classroom or hall, getting under their classroom furniture, or into a corner of the room away from the windows, as the case may be. In addition they have been shown the civil defense safety position of heads down, with face buried in the arms.

As our tornado alarm members of the school safety patrol (sixth graders) hurry to pre-assigned classrooms and whisper to the teachers "Tornado Warning."

The elementary school principals have recommended to the superintendent of schools that instructions to teachers regarding management of classes in the event of tornado warning be included in the next edition of the *Policies of the Board of Education* prepared for our school system.

We hope that it will never be necessary to issue a tornado warning in our school. But we find reassurance in knowing that staff and children are prepared to act in case such an emergency comes.

Tornadoes Threaten



Some General Information About Tornadoes . . .

► Although tornadoes may occur at any hour, they most frequently seem to take place between 3:00 and 6:00 p.m. The length of their paths averages 10 to 40 miles, but may reach 300 miles. Their width averages 300 to 400 yards, but has been recorded up to a mile or more. They travel forward from 25 to 40 miles per hour, but rates have been reported up to 139 miles an hour. Wind velocity within the center of the tornado funnel has never been measured.

► Warning signs preceding tornadoes are: dark, thick, storm clouds; heavy rain or hail; and a tremendous roaring or rushing sound. The sound has been likened to "that made by several trains speeding through a tunnel or over a trestle."

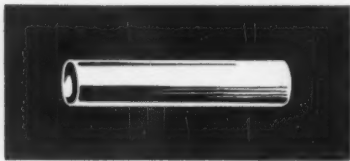
► Tornadoes usually move toward the northeast. Since the walls of a building struck by a tornado

are first thrown outward by expanding air within the building and then blown away, the southeast corner of the basement is usually the safest spot in the building.

► If caught in the open where there are no buildings or storm cellars, run at a right angle to the path of the storm to escape from the tornado's path. The funnel of a tornado approaching anyone in a direct line appears to be standing still but growing larger, so that deciding which is the right angle to the direct path is not difficult.

* * * *

This information is from Safety Education Sheet #39 . . . Bad Weather: Hazards, Precautions, Results. This and other data sheets are available for a small fee from the National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.



This is a fuse cap.

Warn Them Away From Blasting Caps!

A 12-YEAR-OLD Lewiston, Me., boy lost a hand when he tried to pry open a shiny metal container with a pocket knife. The explosion blew a hole in the living room wall and also injured the boy's sister and brother.

The metal cylinder was a blasting cap the boy had found in an abandoned camp. Like the man who didn't know the gun was loaded, the boy didn't know the cap was dangerous.

A decade or so ago, there were hundreds of these blasting cap accidents a year. Largely through a nation wide safety program to alert boys and girls to the danger of blasting caps in inexperienced hands, such accidents have been markedly reduced in recent years. Although this was a major accomplishment, in face of dynamite's growing use and the large increase in child population, even a single blasting cap accident is too many.

Blasting caps are shiny, pencil-sized metallic cartridges which, when inserted into sticks of dynamite and detonated by a burning fuse or electric charge, trigger the dynamite's explosion. The caps in themselves are dangerous since they contain a powder charge that can be set off by careless handling, shock, or heat. Fragments from the cap's disintegrating metal casing can puncture an eye, rip a hand, or, in extreme cases, cause death.

There are two kinds of caps: The "ordinary cap" is exploded by sparks from a burning fuse inserted in one end. The electric cap has two wires extending from one end which are connected by a very thin wire that is sunk in the explosive charge in the cap. When electric current is applied, the thin wire becomes red hot and detonates the cap.

Only a highly experienced person knows how to handle the caps safely. When one explodes hundreds of small pieces of metal fly out in all

directions, sometimes as far as 200 feet; and even at that distance they can cause serious injuries.

Boys and girls—and adults as well—should be able to recognize a blasting cap and understand the damage it can do. If they find one, they should leave it alone, warn any persons who may be nearby and ask an adult to call the sheriff, a policeman or other law enforcement officer.

Great expansion in mining, road building, quarrying, construction and other essential American industries has materially increased the demand for commercial explosives. And where dynamite is used, whether it be for clearing a field of stumps or building a skyscraper, blasting caps also must go.

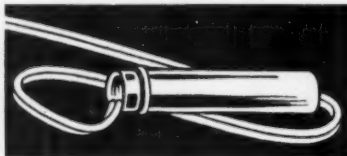
Last year the National Education Association, the Boy Scouts, the international associations of police chiefs and fire chiefs, the National Sheriffs' Association, together with the Post Office Department, the United States Bureau of Mines, and many other national organizations helped distribute and display about 400,000 safety posters and several thousand boards on which were mounted dummy blasting caps so that children can learn to know what they look like.

Despite this campaign (carried on for more than 20 years) caps continue to be carelessly stored or lost. The Institute of Makers of Explosives, 250 East 43rd Street, New York City, coordinates the campaign to protect boys and girls from injury by blasting caps. They provide free posters, and study discussion sheets for teachers and adults to use in explaining the dangers of blasting caps to youngsters and have available for loan a 15 minute, 16mm. color film, "Blasting Cap."

This is a cap with a fuse.



This is an electric cap.



An electric cap, plastic covered wires.



NATIONAL SCHOOL SAFETY

HONOR ROLL

1954

TENTH YEAR

ALABAMA
HUEYTOWN-BESSEMER
Hueytown Elementary School

CALIFORNIA
ALAMEDA
Alameda High School
Lincoln School
John Muir School
Porter School

MINNESOTA
HIBBING
Hibbing Schools

NEW YORK
LARCHMONT
Chatsworth Avenue School

WISCONSIN
GREEN BAY
Green Bay School of Vocational
& Adult Education

NINTH YEAR

CALIFORNIA
ALAMEDA
Burbank School
Franklin School
Haight School
Longfellow School
Washington School
Webster School

CONNECTICUT
GLENVILLE
Glenville School

GREENWICH
North Mianus School

ILLINOIS
ELMHURST
Lincoln Elementary School

OHIO
HAMILTON
Hamilton High School

PENNSYLVANIA
PHILADELPHIA
John M. Patterson School

TENNESSEE
OAK RIDGE
Cedar Hill School
Elm Grove School
Highland View School
Jefferson Junior High School
Linden School
Pine Valley School
Scarboro School
Willow Brook School
Woodland School

EIGHTH YEAR

CONNECTICUT
NEW HAVEN
Sheridan Junior High School

MICHIGAN
HAZEL PARK
United Oaks School

NEW YORK
NEW YORK
Samuel Gompers Vocational and
Technical High School

SEVENTH YEAR

NEW YORK
DUNKIRK
Dunkirk Industrial High School

WASHINGTON
SEATTLE
Magnolia Elementary School

WISCONSIN
MADISON
Madison Public Schools

SIXTH YEAR

ILLINOIS
CERRO GORDO
Cerro Gordo High School

MINNESOTA
ST. PAUL
Mechanic Arts High School

NEW JERSEY
CAMDEN
Camden Public Schools

NEW YORK
BUFFALO
McKinley Vocational High
School

TENNESSEE
KINGSPORT
Andrew Jackson School

NEW MEXICO
CARLSBAD
Airfield School
Alta Vista Junior High School
Carlsbad High School
Carver School
Craft School
Eddy School
Edison School
Eisenhower Junior High School
Hillcrest School
Roosevelt School

NEW YORK
CORNING
(Schools I, II, III, District 9)

ROCHESTER
Brighton Schools,
District Number 1

FIFTH YEAR

ALABAMA
GADSDEN
John S. Jones Jr. High School

JACKSONVILLE
Elementary Laboratory School

CALIFORNIA
GLENDALE
Bulboa School

RICHMOND
Alvarado Elementary School
Belding Elementary School
Castro Elementary School
Fairmont Elementary School
Grant Elementary School
Harding Elementary School
Harry Ellis Jr. High School
Kensington Elementary School
Lincoln Elementary School
Mira Vista Elementary School
Mira Vista Annex

NEW YORK
NYSTROM
Nystrom Elementary School
Peres Elementary School
Potrero Elementary School
Pullman Elementary School
Roosevelt Jr. High School
Seaport Elementary School
Stege Elementary School
Washington Elementary School
Woodrow Wilson Elementary
School

SAN FRANCISCO
Mission Adult School

CONNECTICUT
OLD GREENWICH
Old Greenwich School

INDIANA
MISHAWAKA
Mishawaka Public Schools

IOWA
MISSOURI VALLEY
Missouri Valley High School

KENTUCKY
FORT THOMAS
Ruth Meyer School

MICHIGAN
EAST LANSING
Central School

DETROIT
Our Lady Queen of Angels School

OHIO
HAMILTON
Fillmore Elementary School
Madison Elementary School
Pierce Elementary School
Taylor Elementary School
Van Buren Elementary School

PENNSYLVANIA
ERIE
Academy High School
Emerson Elementary School
Erie Technical High School
Strong Vincent High School

TENNESSEE
KINGSPORT
George Washington School

FOURTH YEAR

CALIFORNIA
ALAMEDA
Woodstock School

Six hundred and five American schools . . . elementary, secondary and teachers colleges . . . last year exerted such exceptional effort in the field of safety education that they have been named to the 1954 National School Safety Honor Roll.

More than twice as many schools as were listed last year, this is the largest number of schools so honored in the 10 year history of the program. Three-hundred-forty-two of the schools appearing this year do so for the first time; last year first-year schools numbered only 80 by comparison.

There are 75 second-year schools listed on this Honor Roll, 68 third-year schools, 29 fourth-year schools, 52 fifth-year schools, five sixth-year schools, three seventh-year schools, three eighth-year schools and 20 ninth-year schools. Heading the list are eight 10th-year schools which have been named to the Honor Roll every year since its inception.

FOURTH YEAR, continued

RICHMOND
El Cerrito High School
Ford Elementary School
SAN LORENZO
Village School
CONNECTICUT
GREENWICH
Julian Curtiss School
FLORIDA
PENSACOLA
W. A. Blount Junior High School
ILLINOIS
ELMHURST
Washington School
KEWANEE
Kewanee Community Schools
ROCK ISLAND
Rock Island Public Schools
INDIANA
TERRE HAUTE
Thornton Junior High School
KENTUCKY
LOUISVILLE
Auburndale Graded School
MICHIGAN
HAMTRAMCK
Copernicus Junior High School
TRAVERSE CITY
Boardman School
Oak Park School
Union Street School
NEW YORK
FLORAL PARK
Sewanhaka High School
NORTH CAROLINA
FAYETTEVILLE
Massey Hill High School
OHIO
HAMILTON
Harrison School
Notre Dame High School
OKLAHOMA
OKLAHOMA CITY
Britton Elementary School
PENNSYLVANIA
EAST PITTSBURGH
East Pittsburgh Public Schools
ERIE
Penn Elementary School
Perry School

OREGON
MEDFORD
Jackson School
Lincoln School
Roosevelt School
Washington School
TENNESSEE
NASHVILLE
Hattie R. Cotton School
TEXAS
FORT WORTH
Crestwood Elementary School

THIRD YEAR

ALABAMA
HUEYTOWN-BESSEMER
Raimund School
ARIZONA
AJO
Ajo Elementary School
ARKANSAS
LITTLE ROCK
Fuller High School
CALIFORNIA
ALAMEDA
Frank Otis Elementary School
Mastick Primary School
RICHMOND
Longfellow Junior High School
Portola Junior High School
Richmond Union High School
Walter T. Helms Junior High School
CONNECTICUT
COS COB
Cos Cob School
ILLINOIS
DANVILLE
Danville Public Schools
ELMHURST
Elmhurst Junior High School
Eugene Field Elementary School
Roosevelt Elementary School
IOWA
NEWTON
Emerson Hough School
KENTUCKY
FORT THOMAS
Samuel Woodfill School
JEFFERSONTOWN
Fern Creek Grade School

MARYLAND
BALTIMORE
Alexander Hamilton School
No. 65
Oliver Cromwell School No. 74
Charles Carroll Elementary School No. 139
Elementary School No. 108 (Beale Elliott)
Franklin Delano Roosevelt School No. 18
Glennmount School No. 235
Guilford School No. 214
Hampden School No. 55
Howard Park Elementary School
John Eager Howard School No. 61
Waverly School No. 51
MASSACHUSETTS
READING
Pearl Street Elementary School
WORCESTER
Boy's Trade High School
Worcester Public Schools
MICHIGAN
TRAVERSE CITY
Traverse Heights School
NEW JERSEY
NEW MARKET
New Market School
NEW MEXICO
CARLSBAD
Joe Stanley Smith Elementary School
San Jose Mission School
St. Edwards School
NEW YORK
ALBANY
Rousesville School, Colonie Central Dist.
MAMARONECK
Mamaroneck Central School
NORTH DAKOTA
KNOX
Knox Public School
OHIO
HAMILTON
Jefferson School
Buchanan Elementary School
KENT
Kent State University School
OKLAHOMA
OKLAHOMA CITY
Capitol Hill Junior High School
Franklin Kaiser School
James Madison School
Walnut Grove School
PENNSYLVANIA
ERIE
Columbus School
Wayne School
TENNESSEE
KNOXVILLE
Fulton High School
KINGSFORD
Abraham Lincoln School
UTAH
PROVO
Central Utah Vocational School
WISCONSIN
GREEN BAY
Chappell Elementary School
Elmore Elementary School
Fort Howard Elementary School
Franklin Junior High School
Green Bay East High School
Green Bay West High School
Howe Elementary School
Jackson Elementary School
Jefferson Primary School
Lincoln Elementary School
Nicolet Elementary School
Norwood Elementary School
Roosevelt Elementary School
Tank Elementary School
Washington Junior High School
Whitney Elementary School
HAWAII, Territory of
HONOLULU
Kalakaua Intermediate School

SECOND YEAR

CALIFORNIA
ALAMEDA
Encinal High School
GLEN ELLEN
Dunbar Union Elementary School
HAYWARD
Independent School District

SAN FRANCISCO
Mission Senior High School
SAN LORENZO
Edendale Senior Elementary School
WALNUT CREEK
Buena Vista School
Parkmead School
Walnut Creek School
Walnut Heights School
CONNECTICUT
NEW HAVEN
Troup Junior High School
RIVERSIDE
Riverside School
FLORIDA
ORLANDO
Lake Como School
GEORGIA
MACON
Pearl Stephens School
ILLINOIS
ELMHURST
Hawthorne Elementary School
EVANSTON
Bethlehem Lutheran School
Central School
College Hill School
David B. Dewey School
The Foster School
H. H. C. Miller School
Haven Intermediate School
Lincoln School
Lincolnwood School
Lower Haven Elementary School
Nichols Intermediate School
Noyes School
Oakton School
Orrington School
St. Athanasius Catholic School
St. Mary's School
St. Nicholas School
Washington Elementary School
Willard School
INDIANA
EVANSVILLE
The Washington School
IOWA
NEWTON
Washington School
KENTUCKY
CORAL RIDGE
Fairdale School
JEFFERSONTOWN
Jeffersontown Grade School
LOUISIANA
Dorsey School
Eastwood Elementary School
Griffittown School
Mill Creek School
Okolona Elementary School
Orville J. Stivers Elementary School
Prestonia Consolidated School
VALLEY STATION
Medora Elementary School
MARYLAND
BALTIMORE
Frances Scott Key School No. 76
Garrison Junior High School
Gwynns Falls Park Junior High School
Liberty School No. 64
Thomas Jefferson School No. 232
Thomas Johnson School No. 84
MICHIGAN
TRAVERSE CITY
Willow Hill School
MINNESOTA
ST. PAUL
St. Paul Vocational School
NEW MEXICO
CARLSBAD
Sunset Elementary School
NEW YORK
ST. JOHNSVILLE
St. Johnsville Central School
OHIO
AKRON
Hotchkiss School
Pheiffer School
OKLAHOMA
OKLAHOMA CITY
Andrew Johnson School
Cleveland Elementary School
Culbertson School
Linwood School
Martin Van Buren Elementary School
Rutherford B. Hayes School
Whittier School
Zachary Taylor School
PENNSYLVANIA
EAST STROUDSBURG
State Teachers College

State Teachers Laboratory School
ERIE
East High School
Hamilton Elementary School
Lincoln Elementary School
Washington Elementary School
MILLERSVILLE
State Teachers College
TENNESSEE
OLD HICKORY
Dupont Elementary School
TEXAS
COMMERCE
W. J. Wheeler Elementary School
HAWAII, Territory of
HONOLULU
Honolulu Vocational School

FIRST YEAR

CALIFORNIA
OAKLAND
Allendale School
Brookfield School
Burckhalter School
Claremont Junior High School
Clawson School
Cleveland School
Edwin Markham School
Emerson School
Fremont High School
Garfield School
Grant School
Grass Valley School
Horace Mann School
Lafayette School
Lincoln School
Longfellow School
Melrose Elementary School
Oakland Technical High School
Parker School
Piedmont Avenue School
Prescott Elementary School
Redwood Heights Elementary School
Rockridge Elementary School
Stonehurst School
Thomas A. Edison Elementary School
Toler Heights School
RICHMOND
Balboa Elementary School
Coronado Elementary School
Cortez Elementary School
Pico Elementary School
SAN LORENZO
David D. Bohannon School
David E. Martin School
STOCKTON
St. Agnes Grammar School
St. Mary's High School
CONNECTICUT
BRANFORD
Indian Neck School
BYRAM
New Lebanon School
GREENWICH
North Street School
HAMDEN
Putnam Avenue School
NEW HAVEN
Benjamin Jepson School
Betsy Ross School
Clinton Street School
Dante School
Davis Street School
H. H. Strong School
Ivy Street School
L. Wheeler Beecher School
Mary Frances Benton School
Webster School
WEST HAVEN
Colonial Park School
FLORIDA
APOPKA
Apopka Elementary School
LOCKHART
Lockhart Elementary School
MIAMI
Edison Park Elementary School
ORLANDO
Cherokee Junior High School
Concord Park Elementary School
Conway Elementary School
Fairvilla School
Fern Creek School
Grand Avenue School

Jones High School
Lake Hart Elementary School
Memorial Junior High School
Princeton School
William R. Boone High School
Winter Park Elementary School
ORLO VISTA
Orlo Vista Elementary School
PINE CASTLE
Pine Castle Elementary School
WINDERMERE
Windermere Elementary School
WINTER GARDEN
Charles R. Drew Junior High School
Dillard Street Elementary School
WINTER PARK
Hillcrest School
Killarney Elementary School
Winter Park Elementary School
ZELLWOOD
Zellwood School
GEORGIA
EAST POINT
Conley Hills School
ILLINOIS
ELMHURST
Jackson Elementary School
EVANSTON
Evanston Township High School
NILES
Niles Public School
OAK PARK
Abraham Lincoln School
Horace Mann School
INDIANA
ALBION
Green Township School
AUBURN
Riley School
AURORA
West Aurora School
BLOOMINGTON
Margaret McCalla School
University Elementary and High School
BLUFFTON
Washington Park School
CEDAR LAKE
Douglas MacArthur School
CLARKSVILLE
Greenacres School
ELKHART
Roosevelt School
EVANSVILLE
Benjamin Bosse High School
Carpenter Elementary School
Cedar Hall School
Dexter School
Lynch-McCutchanville School
Vogel School
FORT WAYNE
Central High School
Harmar Junior High School
Justin N. Study School
Merle J. Abbott School
Miner School
FRANKFURT
James Whitcomb Riley School
Lincoln Grade School
GARY
Low Wallace School
Pittman Square School
GREENDALE
Greendale School Town
HAMMOND
Columbia School
Gene Stratton Porter School
Hammond High School
Maywood School
Oliver P. Morton School
Thomas A. Edison School
Wallace Elementary School
Warren G. Harding School
HIGHLAND
Highland Main School
Lincoln Public School
HOBART
Foreman School
Mundell School
HUNTINGTON
Riley School
INDIANAPOLIS
Brookside School No. 54
De Witt S. Morgan School No. 86
Ernie Pyle School No. 90
James Garfield Public School No. 35
Lucretia Mott School
Otis Brown School No. 20
Ralph Waldo Emerson School No. 58
Robert Dale Owen School

FIRST YEAR, continued

School No. 31
School No. 38
School No. 57
Whittier School No. 33
KOKOMO
Meridian School
Roosevelt Junior High School
LA PORTE
La Porte High School
Riley School
LAWRENCEBURG
Lawrenceburg Consolidated
High School
LEAVENWORTH
Leavenworth Public Schools
LOWELL
Lowell District High School
MARION
Clayton Brownley School
Emerson Elementary School
MICHIGAN CITY
Benjamin Harrison School
Central School
James Whitcomb Riley School
Jefferson School
Park School
NEW CASTLE
Omar Bundy Junior High
School
NOBLESVILLE
Conner School
PERU
Elmwood Elementary School
PLAINFIELD
Guilford Twp. School Corp.
RICHMOND
Warner School
ROANOKE
Lafayette Central High School
ROLLING PRAIRIE
Hudson Twp. Elementary School
ROYAL CENTER
Royal Center Elementary School
SALEM
Scottsburg Elementary School
SOUTH BEND
Henry Studebaker School
Maple Lane School
Our Lady of Hungary School
Stuckey School
Washington Elementary and
High School
SPENCERVILLE
Washington Twp. School
TERRE HAUTE
Sandison School
Thompson School
WARSAW
West Ward School
WHITING
George Rogers Clark School
KENTUCKY
ANCHORAGE
Worthington School
BEUCHEL
Edward C. Roy School
FERN CREEK
Fern Creek High School
FORT THOMAS
Highlands High School
JEFFERSONTOWN
Jeffersontown School
LOUISVILLE
Adair School
Ahrens Trade High School
Benjamin Franklin Elementary
School
California School
Camp Taylor School
Clifton Heights School
Emerson School
Nannie Lee-Frayer School
George Rogers Clark School
George Washington Elementary
School
George W. Morris School
Hawthorne Elementary School
Henry Clay School
Hikes School
I. N. Bloom School
James Russell Lowell School
John B. McFerran School
John C. Strother School
John H. Heywood School
J. Stoddard Johnson School
Kerrick Elementary School
Melbourne Heights School
Newbury School
Parkland Primary School
Parkland Elementary School
Paul Dunbar School

Phillis Wheatley School
Salisbury School
Samuel Coleridge School
Shawnee High School
Virginia Ave. School
W. H. Perry Elementary School
LYNDON
Lyndon Consolidated School
MIDDLETOWN
Eastern High School
Middletown Grade School
PLEASURE RIDGE PARK
Greenwood Elementary School
PROSPECT
Jefferson Jacobs School
ST. MATTHEWS
Greathouse School
SHELBYVILLE
O'Bannon School
MARYLAND
BALTIMORE
Armistead Gardens School
No. 243
Brehms Lane School
Fallstaff Road School
Gardenville School No. 211
Sir Robert Eden School No. 20
FEDERALSBURG
Federalburg High School
WESTMINSTER
Mechanicsville Elementary
School
MICHIGAN
COMSTOCK
Comstock Junior and Senior
High School (Central Bldg.)
Eastern Elementary School
Western Elementary School
MISSOURI
ST. JOSEPH
Bartlett High and Elementary
School
Benton High School
Blair School
Bliss School
Central High School
Charles A. Lindbergh School
Douglas Elementary School
Edison School
Eugene Field Elementary School
Everett Grade School
Floyd Elementary School
Hall School
Hosea Elementary School
Humboldt School
Hyde Elementary School
Krug School
Lafayette High School
Lincoln School
McKinley Elementary School
Musser Elementary School
Neely School
Noves School
Pershing School
Sherwood Elementary School
South Park School
Washington School
Webster School
NEW MEXICO
CARLSBAD
El Paso Gap Elementary School
Otis Elementary School
Seven-Day Adventist School
MALAGA
Malaga Elementary School
NEW YORK
MAMARONECK
Mamaroneck Junior High School
CORNING
North Side Grammar School
ROME
The Central New York School
for the Deaf
OHIO
AKRON
Forest Hill School
Fairlawn School
John C. Ritzman School
Lane School
Seiberling School
Spicer Demonstration School
ELLSWORTH
Ellsworth Local School
LAKEWOOD
Lakewood High School
MIDDLETOWN
Central School
Jefferson School
Lincoln School
Washington Elementary School
William Howard Taft School
Woodrow Wilson Elementary
School

OKLAHOMA

OKLAHOMA CITY
Columbus Elementary School
Eugene Field School
Gatewood Elementary School
James A. Garfield School
John Adams School
Lincoln Elementary School
Mayfair Elementary School
Nichols Hills Elementary School
Rancho Village School
Rockwood Elementary School
West Nichols Hills Elementary
School
William H. Harrison School

PENNSYLVANIA

ERIE

Burton School
Garfield Elementary School
Glenwood School
Harding Elementary School
Irving School
Jones Elementary School
Marshall Elementary School
McKinley Elementary School
Roosevelt Junior High School
Wilson Junior High School

PHILADELPHIA

The Benjamin Crispin School
Charles V. Audenried School
Edwin H. Fidler School
Grover Cleveland School
Henry Armit Brown School
Heston School
Horatio B. Hackett Elementary
School
James G. Blaine School
James L. Claghorn School
James Rhoads School
Dr. John F. McCloskey School
Joseph Leidy School
Joseph Pennell School
Kenderton School
Louis C. Cassidy Public School
Longfellow-Bridenburg School
M. Hall Stanton School
Michael Arnold School
Northeast Village School
Paul Lawrence Dunbar School
Robert E. Lamberton School
Rudolph Blankenburg School
Rudolph S. Walton School
Samuel Gompers Public School
S. Weir Mitchell Public School
Southwark School
Stephen A. Douglas School
Thaddeus Stevens School
Thomas G. Morton School
Thomas K. Finletter School
Thomas May Pierce Elementary
School
Thomas McKen School
William B. Mann School
William Cullen Bryant School
William C. Jacobs School
William C. Longstreth School
William McIntyre Public School
William S. Stokely School

TENNESSEE

MADISON
Stratton School

WASHINGTON

SEATTLE
Katherine Blaine Junior High
School
Van Asselt Elementary School

WISCONSIN

MANITOWOC
Adams School
Andrew Jackson School
Benjamin Franklin School
Cleveland Elementary School
Garfield School
Jefferson School
Lincoln High School
Madison Elementary School
McKinley School
Washington Junior High School
Woodrow Wilson Junior High
School

MILWAUKEE
53rd Street School

WEST ALLIS
Longfellow Elementary School
Woodrow Wilson School

WHITEHALL
Whitehall Memorial School

WHY STRIVE FOR THE NATIONAL SCHOOL SAFETY HONOR ROLL?

To implement your safety education program,
bring other benefits to school and community . . .



says

George P. Silverwood

Director of Safety

Green Bay, Wisconsin, Public Schools

George P. Silverwood is Director of Safety in a city which, this year, shows 100 per cent participation of public schools on the National School Safety Honor Roll. His remarks tell you why and in how many ways his school system has found the Honor Roll worthwhile; the listings on previous pages reinforce his statements some 600 times.

HAS your school received recognition for its efforts to safeguard your community's children against accidents? It is very likely that your school administration and your teachers are doing a splendid job in safety education—one that deserves recognition on the National School Safety Honor Roll, and that this has been overlooked simply because no one in your school system has taken the trouble to obtain and process the forms.

We have discovered that this activity has contributed in no small measure to the over-all success of our safety education program. Each year, to comply with requirements, we take inventory of our practices and accomplishments in the child safety field. Teachers and children alike are stimulated by the knowledge that, to preserve their Honor Roll listing, they must maintain previous high standards in accident prevention and strive for an improved safety program. This has led to numerous pupil and teacher suggestions as to improvements in curriculum, teaching methods and materials, building traffic regulations, playground surfacing, fire hazards, treatment of floor surfaces, and content of the annual pupil accident summary.

The knowledge that Honor Roll recognition is dependent largely upon constructive classroom activity has meant that teachers have felt increasing responsibility for their share in the

total school safety program. Teacher attitude in turn is reflected in pupil attitude toward development of desirable habits and skills. Children seem to think more before they act; to foresee the possible results of hazardous actions.

We have been particularly impressed with the manner in which Honor Roll listing has stepped up interest in the annual Student Accident Summary and Analysis. Previously this bulletin aroused only mild attention and interest. Today the pamphlet provokes comment from all quarters: teachers, pupils, parents—even school custodians. Some of the reactions are righteously indignant and some are constructively critical.

There is also carry-over from Honor Roll listing into the homes of the community. Letters come from parents asking if Green Bay deserves recognition of this kind when such and such a hazard is permitted to exist. Youngsters tell their teachers how parents have corrected hazards at home because the children pointed out accident possibilities, or perhaps because of interest awakened by news stories about the public school Honor Roll listing.

The publicity which attends presentation of the Honor Roll certificates acquaints the community with the fact that its schools have a

Please turn the page

functioning safety education program. Prior to our Honor Roll listing our schools were occasional targets for criticism. People were unaware that safety education was an important factor in the curriculum. Today the community is aware of this phase of the school program.

Each year, because we believe that an informed public is essential to the success of our school safety program, the awarding of Honor Roll certificates is the occasion for much radio and newspaper publicity. Last year our presentation ceremony was televised for the first time.

If you, as a school administrator, safety supervisor, parent or teacher, feel that your school has conducted a worth-while safety program, you would be doing your community

a service by initiating the first step leading to national recognition. Write to the School and College Division, National Safety Council, 425 North Michigan Ave., Chicago 11, Illinois and ask for a National School Safety Honor Roll application form. Your school principal fills it out, along with an attached questionnaire listing the safety education provisions in the local school program. This is signed by the principal, the PTA president, a representative student, and a local civic leader and returned to the National Safety Council. There it is reviewed and passed upon by the Honor Roll Judges Committee. If your school is to be listed next year the testimonial and check list should be in the mail not later than April 30, 1955. Send for your application form today!

Survey of Safety Education Needs Is Completed . . . continued

tionnaire of the survey also indicated that there are areas in which services and materials are adequate at present. The survey thus discovered that swimming, first aid and driver education are well cared for currently as far as materials are concerned. Equipment and demonstration devices are adequate today as well. Also, courses of study on a national basis, materials with prominent display of advertising, and awards based on false values are of no help in furthering safety education, they indicated.

Accompanying the master chart which makes this information available to interested organizations is a 36-page report which explains the survey, its methods, and results in detail. Included in the report are 18 tables which break down the chart data into areas of special interest as well as repeat specific requests of the answering educators for the helps needed to do a better job of safety education. Throughout these requests there runs a uniform request for less material of a philosophical nature, more material giving information on "how to do," accompanied by more material for direct pupil use.

Full import of the survey and its report was discussed at the School and College Sessions of the National Safety Congress held last month in Chicago. Congress delegates received a copy of the report at the same time. Further immediate distribution is not contemplated except by special request. If you have contact with the representative of some national organization which is interested in knowing how it might

further the cause of safety education, write the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. A copy of the report will then be mailed (as you request) either to you for personal delivery or direct to the individual involved.

Members of the School and College Conference who conducted the survey were: Lowell B. Fisher, Illinois chairman, North Central Association of Colleges and Secondary Schools (chairman); Helen Kandel, education consultant, American Automobile Association; Earl Breon, assistant director of first aid, American National Red Cross; Price Clark, educational director, accident prevention department, Association of Casualty and Surety Companies; James J. Griffin, coordinator of safety, Chicago Board of Education; Leslie Silvernale, coordinator, driver education, Michigan State College; and Wayne P. Hughes, director, School and College Division, National Safety Council (staff secretary) ●

DEC. 15 IS S-D (SAFE DRIVING) DAY

You'll soon be hearing more about S-D Day, December 15, when all of us are asked to show our best driving manners, thus bring down the accident toll. S-D Day has the support of President Eisenhower, calls for our support too. School people can participate in many ways: as drivers . . . as teachers of driver ed courses . . . and in community projects to further the results of S-D Day.

NOVEMBER
1954

Lower Elementary

Safety LESSON UNIT

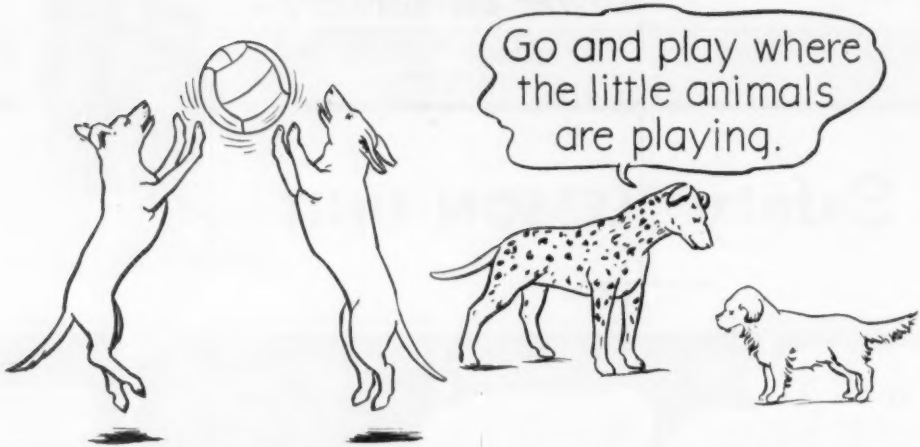


Sketch S-0195A

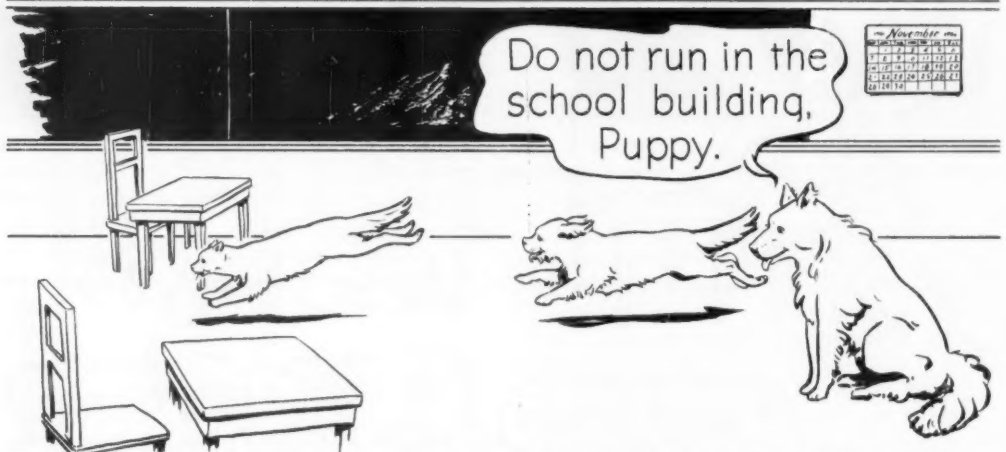


Prepared by Leslie R. Silvernale, Continuing Education Service, Michigan State College, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Help Puppy



Tell the rules for keeping safe on the playground.



Tell the rules for keeping safe in the school building.

Some Things To Do

1. Have a room safety council. Choose a chairman and have a meeting every week, or whenever it would be helpful to have one.
2. Make picture signs to post about the school building, to remind children of safety rules and courtesy.
3. Name a committee to report to your safety council whether the signs are helping children be more courteous and safe.

NOVEMBER 1954

Upper Elementary

Safety LESSON UNIT



Sketch S-0195A



The Right Words

In the spaces write the words that belong.

1. When you are running on the school ground you should look _____.
back ahead to one side
2. When you are playing ball on the school grounds you should use a _____.
_____ soft ball hard ball small ball
3. If you are going to play ball on the school grounds you should choose a place _____ other groups of children. away from near beside
4. An accident on the school grounds should be reported _____.
later any time at once
5. If you find broken glass on the school grounds you should _____.
pick it up report it step on it
6. It is _____ right to throw stones on the school grounds.
sometimes never always
7. If you ride your bicycle to school the best place to leave it is in the _____.
_____ bicycle rack play area driveway
8. At recess time bicycles should _____ be ridden. always
sometimes never
9. When you are playing on the school grounds you should stay off of the _____.
_____ sidewalk fire escape play apparatus

Some Things To Do

1. Have a committee visit another school to observe safe practices in and about the school building. Discuss the committee's observations.
2. Draw up a set of safety suggestions for your school building and grounds. Post these on the bulletin board.
3. Form a school safety council or committee to help keep children safe while at school.



Prepared by Leslie R. Silvernale, Continuing Education Service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Answers: 1, ahead; 2, soft ball; 3, away from; 4, at once; 5, report it; 6, never; 7, bicycle rack; 8, never; 9, fire escape.

YES-NO

If the answer to the question is yes, draw a ring around the letter under "Yes." If the answer is no, draw a ring around the letter under "No." The correct letters will spell words that make a sentence. Write the sentence at the bottom of the page.

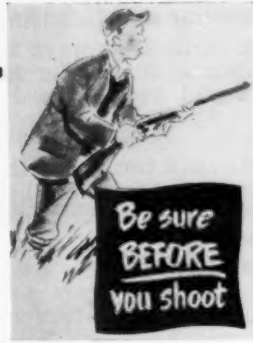
	<i>Yes</i>	<i>No</i>
1. Should you keep your feet out of the aisle while sitting in the classroom?	I	A
2. Should the handles be toward the other person when you are passing scissors?	T	C
3. Should you use the paper cutter?	B	'S
4. Should the door into the hall ever be flung open suddenly?	I	B
5. Should you pass close to a closed door when walking in the hallway?	'M	E
6. Should you push on the glass part of a school room door?	A	T
7. Should you pick up the things you drop on the floor at school?	T	C
8. Should you ever take two steps at a time when on the school stairs?	R	E
9. Should you keep to the right in the hall?	R	E
10. Talking in the hall should be quiet?	T	P
11. Should you run in the hall?	W	O
12. Should you keep in line while waiting for a drink at the drinking fountain?	B	A
13. Should used paper towels be put in the washroom wastebasket?	E	G
14. Should you tilt your chair back while sitting on it?	H	S
15. Should you have a mat under you while doing stunts in the gym?	A	H
16. Should you gather in large groups in the hall?	O	F
17. Should you wipe up the milk you spill in the lunch-room?	E	S

NOVEMBER
1954

Junior High School

Safety

LESSON UNIT



Sketch S-0196A

Firearm Safety

Fiction

Listed below are three fictitious stories. You are asked to state what safety rule was violated in each case.

(A) Bill and Tom were out hunting and sighted an object that moved in the grass one hundred yards in front of them. The object wasn't distinguishable, but it looked gray and furry. Tom said, "I'm going to shoot before it gets away." Bill said, "You'd better not shoot, because we don't know what it is." Tom said, "There aren't any cattle in this part of the country, and it's too low to be a person." Tom put his rifle to his shoulder, aimed, and shot.

(B) Bill and Tom were out duck hunting and had to cross a small stream. They removed their shoes and socks and rolled up their pants and waded across. Upon reaching the other side, Bill threw his gun up on the bank and climbed out. Tom threw his gun to Bill and climbed up after him.

(C) Tom, Bill, Jane, and Mary were admiring Bill's new .22 rifle that he had received for his birthday. Bill suggested they practice target shooting. Mary remarked that they should ask someone who was familiar with firearms to instruct them. Bill scoffed at the idea and said that he was sure that they could learn by themselves.

Fact

Here are the *true facts* taken from current newspaper and magazine reports.

(A) Recently a man was rushed into a hospital emergency room. A .22 gunshot wound was just above his temples. He and two companions were hunting ground-hogs (woodchucks). They had separated and one lay down on the grass to wait a woodchuck's appearance. An hour passed before one of the hunters saw the movement of a gray furred object. He fired once, and what he thought was a woodchuck was his friend's bare head.

(B) John Randolph, 14, was killed instantly when a 12 gauge shotgun discharged accidentally while he and Richard Thompson were duck hunting. Thompson told investigating officers that he and Randolph had stripped off their clothing to ford a small stream. Nearing the opposite side, Randolph had thrown his gun up on the bank. Thompson passed his gun to Randolph to be placed on the bank. In attempting to throw it, Randolph lost his grasp on the weapon, it started to slip, and discharged, Thompson said.

(C) In the first 12 months after Governor Sir Evelyn Baring declared a state of emergency in the Kenya Crown Colony of Africa, the Mau Mau murdered 730 Africans, 16 whites, and 11 Indians. In addition 13 more white settlers killed themselves by their clumsy handling of their own guns.

If the safety rules you listed for the three fictitious stories had been followed in the situations described in the true stories, could the tragedies have been prevented? Discuss.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



Pantomime and Handling Firearms

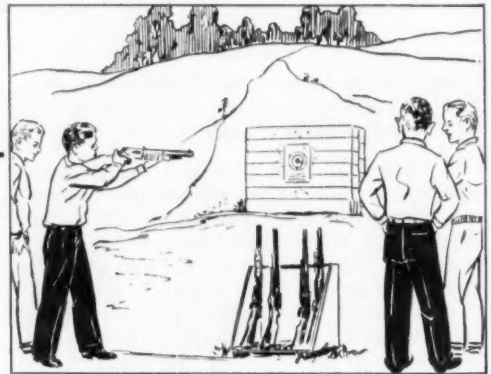
One of the best ways to improve your speaking ability is by learning to use meaningful gestures and facial expressions. Also, one of the ways of living longer is to learn how to handle firearms safely. Let's combine both of these skills by doing the exercises listed below. All action must be accomplished without vocal expression.

Equipment needed: a) three toy shot guns borrowed from baby sister or brother; b) a five-foot section of fence made with 2 broom handles for posts and 3 pieces of string for wires.

1. Ask 3 students to come to the front of the room and, using the 3 toy guns, demonstrate how they would carry them in walking through the woods in single file.
2. Ask a student to take one of the guns from the desk and demonstrate (a) the way he would check it at the start of hunting season, and (b) the way he

would put the gun away at the close of hunting season.

3. Ask 3 students to crawl through the "fence" (held firm by 2 other students), showing how they would handle their guns during the process.
4. Ask 3 students to demonstrate safe practices in target shooting with .22 calibre rifles. Pay particular attention to (a) thickness of target backstop, (b) area behind the target, (c) method of shooting, (d) method of checking hits on target.
5. Using chairs to simulate an automobile, ask 3 students to show the procedure used in (a) storing guns in the car and (b) getting out of the car and preparing to hunt.



Use safe practices when target shooting.

Word Study and Safety

The dictionary defines a homonym as a word that has the same pronunciation as another word but has a different meaning. In other words, "red" and "read" are pronounced the same but have different meanings. Listed below are ten safety rules on the use of firearms. You are asked to:

1. Supply the correct word in each blank—using the homonym hint.
2. Discuss why each statement should be thoroughly understood before a person uses a gun.

A. Be sure the _____ (a round, bulging cask) is clear of obstructions before using it.

B. The _____ (guide or model) is important when shooting a shotgun because of the objects around the target.

C. Be sure to store your guns in a _____ (old instrument of torture) out of children's reach.

D. Always keep your finger outside of the trigger _____ (a position on the football or basketball team) when not shooting.

E. Be sure to place the _____

(farm animals) firmly on the ground when leaning your gun against a support.

F. A _____ (to steal and carry away; to ransack) is dangerous for at least a mile.

G. When carrying a gun, the most important rule is to always be in control of the _____ (projecting jaws and nose of a horse).

H. Be certain that your _____ (several views) are accurate so you will hit the target.

I. Don't _____ (conflagration) unless you actually see the target.

J. The _____ (carpenter's tool) should never be pulled back unless you are ready to shoot.

Word study and safety: A—barrel; B—pattern; C—track; D—guard; E—stock; F—rifle; G—muzzle; H—sights; I—fire; J—hammer.
out of car, remove guns from cases and return cases to car, walk to woods, load guns.
empty, close gun and put in case, store in firm position in car with muzzle may be checked; 3—(a)—break gun and check to see if
all hands are raised to indicate all guns are broken and in stand—then target may be checked; 3—(a)—break gun and check to see if
break open his gun and stand in the gun stand and remain behind the line; (a)—all contestants must be behind firing line until
a gun until all 3 are behind the firing line; no firing until signal is given; as each contestant finishes his round of shots, he should
should be soft and thick enough to absorb and contain bullet; (b)—check for obstacles causing ricochet; (c)—no one should touch
them takes all 3 guns, one at a time and puts them in a safe place with muzzles pointing away from the students; 4—(a)—backstop
3—all 3 students break guns and unload them; first student hand gun to one of the others and crowd through the wire; first student
look through the barrel from the breach and to check for obstructions and then clean gun with cleaning rod; (b)—same procedure;
muzzle pointing to either side; last boy should have gun on shoulder and muzzle pointing forward; second boy should have gun cradled in either arm with
muzzles; Pantomime: J—leading boy should have muzzle pointing forward; second boy should have gun cradled in either arm with

Senior High School

Safety

LESSON UNIT

FIREARM SAFETY



Sketch S-0196A

TEN COMMANDMENTS OF FIREARM SAFETY

Listed below are ten safety rules published by The Sporting Arms and Ammunition Manufacturers' Institute. The people are engaged in the business of selling firearms—and they want their customers to use them wisely and safely. How many of these rules have you violated?

1. Treat every gun with the respect due a loaded gun. This is the cardinal rule of safety.
2. Guns carried into camp or home must always be unloaded, and taken down or have actions open; guns always should be encased until reaching shooting area.
3. Always be sure that the barrel and action are clear of obstructions.
4. Always carry your gun so that you can control the direction of the muzzle, even if you should stumble. Keep the safety on until you are ready to shoot.
5. Be sure of your target before you pull the trigger.
6. Never point a gun at anything you don't want to shoot.
7. Unattended guns should be unloaded; guns and ammunition should be stored safely beyond reach of children and careless adults.
8. Never climb a tree or a fence with a loaded gun.
9. Never shoot at a flat, hard surface or the surface of water.
10. Do not mix gunpowder and alcohol.

Safety With Titles

Included in the safety advice below are fourteen titles of well-known books, plays, or poems. You are asked to:

1. List the title and the author.
2. Develop a list of safety rules that will help eliminate the needless deaths by firearms.

Arms and the man are causing an American tragedy each year. Although you may go across the river and into the trees with great expectations of becoming known as the deerslayer, you may just as well say, "I have a rendezvous with death" unless you are careful.

Some hunters think that trailing and shooting are the only requirements for a successful trip. The third ingredient, however, is safety. If you use firearms safely then your trip will be as you like it—successful and safe.

Therefore, when leaves of grass move, don't shoot until you see the target. Also, don't shoot toward a hamlet or toward the broad highway. Be safe, so when the day is done and people ask for whom the bell tolls, you can be certain it isn't for you or for one of your friends who met death in the afternoon.



Answers: Arms and the Man by G. B. Shaw; An American Tragedy by T. Dreiser; Across the River and Into the Trees by E. Hemingway; Great Expectations by Charles Dickens; The Third Ingredient by O. Henry; Rendezvous With Death by A. Seeger; The Deerslayer by J. F. Cooper; I Have As You Like It by W. Shakespeare; Leaves of Grass by W. Whitman; Hamlet by W. Shakespeare; The Broad Highway by J. F. Tarnol; The Day Is Done by H. W. Longfellow; For Whom the Bell Tolls by E. Hemingway; Death in the Afternoon by Hemingway.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Safety With Limericks

Seven limericks are listed below with the last lines of each missing. Fill in the last line of each, making it rhyme with the first two lines. List the safety rule that was violated in each case. Ask if any class members can relate incidents, for each limerick, they witnessed or heard about to illustrate the danger in violating safety rules.

There were four places in a rack
Three guns were there—one not back
It stands on the floor
Close to the door

Safety rule: _____

He took off a shell vest of the latest
mode
And hung it by the fireplace in his
abode
The fire got hot
The hunter forgot

Safety rule: _____

"Lazy Lil" never cleaned her gun
She always said, "T'aint no fun."
She spied a duck
But was out of luck

Safety rule: _____

They said, "The gun is safe—it's out-
moded."
But when the trigger was pulled—it
exploded.
Came the same old cry
When the bullets fly

Safety rule: _____

"Alcohol Al" liked to hunt but had
trouble
For when he did, he always saw double
His aim was bad
And the results were sad

Safety rule: _____

She shot at a tree on top of the hill
The tree was unshaken, each leaf was
still
"I missed it a mile,"
She said with a smile

Safety rule: _____

"Blaster Bill" was a whiz with a rifle
He'd blast away at any old trifle
With this bad habit
He shot at a "rabbit"

Safety rule: _____

Are You a Firearms Expert?

Listed below are some statements concerning the use of guns and ammunition. If you believe a statement is true, put a "T" in the space provided. If you believe the statement is false, mark an "F" in the space provided.

1. _____ If you are firing at a target and the gun fails to fire after you have pulled the trigger, the bullet should be removed immediately.
2. _____ If you are certain that the "safety" is on, it is all right to throw the gun to another person when crossing the stream.
3. _____ A loaded gun should never be carried in an automobile.
4. _____ Bullets that fail to fire should be thrown in the garbage can.
5. _____ A gun barrel should never be examined from the muzzle end.
6. _____ It is safe to shoot with a rifle at ducks sitting on a lake because the water is soft and will absorb the bullet.
7. _____ Ammunition should be stored in a cool ventilated place.
8. _____ It is wise to keep a loaded gun in the house in case of an emergency.
9. _____ It is not necessary to clean a gun after each hunting trip.
10. _____ In most cases it is not necessary for girls to know anything about firearms.

Answers, Safety With Limericks: Suggested lines—
That will knock it over when it turns back; What
else could the vest do, but explode? The barrel
exploded—her hunting was done; "I didn't know the
gun was loaded"; For his mind was as sharp as a
bubble; But the bullet whizzed on with intent to kill;
But a skunk shot back and gave him an eyeful.
Answers, Are You a Firearms Expert? 1—F. Keep
your gun pointed at the target for at least 30 seconds
because the bullet may be a "hangfire"—removes
safely; 2—F. Throwing guns is never safe—the
bag is often burned and is always handled roughly;
3—T. A sudden jolt could discharge it; 4—F. Car-
tridges never put yourself in front of a gun; 5—F.
Bullets ricochet off water; 7—T. Under head
may cause ammunition to explode; 8—F. Loaded
guns in homes CAUSE emergencies; 9—F. The bar-
rel should always be kept free of all obstructions;
10—F. If more women knew about the dangers of
firearms, there probably would be less firearm acci-
dents in the home—the place where most of them
occur.



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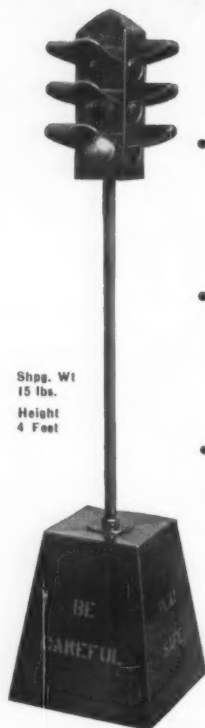
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Views AND REVIEWS

• • • SAFETY TEACHING AIDS

Among Friends, Broad Streets and Crossroads. Three volumes in the ABC Health Series, written by Clifford Lee Brownell and Ruth Evans and published by the American Book Company, New York. Reviewed by teachers and principal of the Auburndale Grade School, Louisville, Kentucky.

Among Friends: This book presents safety as one of the large areas of healthful living. It is made a part of good everyday living for children, their families and their neighbors. The child learns that safety is more than protection from physical harm. He learns to recognize the dangers and to assume responsibility for avoiding them.

Many natural situations are provided for the child to learn to live safely. He learns to care for himself, to practice self control, to make decisions, to compare his behavior with the acceptably safe behavior of other children, and to build safety attitudes. This is sound safety education.

The stories and illustrations are presented in an interesting manner with color in wording as well as in pictures. They have human interest appeal. The vocabulary is suitable to the grade level. I would recommend this book as an effective classroom aid in imparting safety principles to elementary school youngsters.

—Bertha Trunnell, Principal, Auburndale School

Broad Streets: This textbook incorporates safety as well as health measures. It is a well-presented story of the children who live in the community of Great Bend. Included in their daily lives are the principles of health and safety. Particular stories emphasize fire prevention, bicycle safety, first aid. Yet in every story safety measures are a well-integrated and natural part of the children's lives.

Each story on safety concludes with a list of points stressed. Each story is illustrated with appealing drawings and presented in an interesting manner. The vocabulary is well suited to the fifth grade, ten-year-old level.

—Elizabeth Ann Kaspar, Fifth Grade Teacher

Crossroads: I would say about one-third of this book is devoted to teaching some element of safety either directly or indirectly. I like the unbroken sequence of presentation . . . a daily living with ordinary problems that face chil-

dren, their families, and their friends. There is high interest level and emotional stimulation for children in the continued story idea.

—Emma Ramsay, Sixth Grade Teacher

Add Activities

Continued from page 13

noon-hour. Student regulation of their fellows with respect to safe driving practices may do more to decrease these hazards than will directives from the principal's office. A driving committee, made up of students in driver education classes, might begin by laying down a program for school age drivers. They could:

- ▶ stipulate who can drive around school premises

- ▶ issue cards for this purpose only to students who have proved themselves good drivers

- ▶ regulate parking areas

- ▶ set up a means for revoking driver permits of those students who prove themselves reckless behind the wheel on or near the school grounds.

Out of this group might grow a good driving club, open to all students who drive or who are enrolled in driver education classes. This group might stage economy runs, work on motors, stress efficiency and safety rather than speed on the highways.

SCHOOL SAFETY COURT: Some schools have inaugurated safety courts to reinforce self-regulation by students. This group teaches appreciation for and observance of the law. But it is a group which should not be instituted in a school unless it will have 100 per cent student support. If the student body or faculty is not in sympathy with the idea of a court, decisions will not be respected. In that case your safety program will progress better without a court.

Assuming that your students and faculty are willing to have a safety court, its establishment should be carefully handled. The court will probably consist of a judge and a clerk, or of a panel of judges and a clerk, or (in rare cases) of a judge, jury and clerk. All students serving on the court must be most carefully selected. The judges should represent all grade levels; selections should be made by the faculty adviser with the help of other faculty members. Moreover the area in which the court may operate must be strictly outlined from the beginning . . . it should handle minor offenses only.

The court should convene daily, always with the faculty adviser present. It should consider

for

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cases called to its attention by a card (which may be prepared by the student safety organization) containing the name of the offender, the nature of his offense, and the witnesses. Students should be encouraged to report only acts which might lead to accidents.

Penalties, if imposed, should be carefully administered. Frequently penalties are too harsh. If the defendant is found guilty, some penalties which have proven adequate are:

- ▶ a reminder or reprimand
- ▶ denial of privileges
- ▶ detention
- ▶ referral to the principal.

If it should ever be necessary to over-rule a decision of the court, over-ruling should come from the principal only.

CORRESPONDENCE COMMITTEE: The sharing of safety ideas with other student organizations is a constant source of stimulation. A small committee should be appointed to study what other such groups are doing and to write to those with the most interesting programs. (You can get the names of such groups from The National Association of Student Councils at 1201 16th St., N.W., Washington 6, D. C.)

Please turn the page

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Signals For Safety:** Here is a realistic miniature intersection complete with cars, pedestrians and traffic signals operated by a master switch. Children in the elementary grades can learn by manipulating the cars and signals. This teaching aid is ideal for teaching children how to cross the street safely and teaching school safety patrol members how to handle children at corners. Bulletin gives full details. American Automobile Association.
2. **"Iron Cop":** Literature describes and illustrates a life-like policeman silhouette in an official blue uniform, with an 18"x24" sign with appropriate legend and mounted on a 1" iron pipe and heavy iron base for school crossings and for other traffic control uses. Brochure gives full details. Eastern Metal of Elmira, Inc.
3. **School Patrol Equipment:** A complete line of safety patrol equipment is featured in this brochure. Shown are white and black raincoats, helmet sets, Sam Browne belts, arm bands, badges, school buttons, etc. American Badge Co.
4. **Traffic Safety Teaching Manual:** A 16-page guide book on safety teaching prepared by teaching authorities for distribution to qualified instructors of traffic safety. School Safety Light Corp.
5. **"Paint Guide":** An informative folder designed to serve as a complete paint guide for schools, hospitals, etc. A reference table gives complete factual specifications of the company's line of paint materials designed for institutional use. Included in the folder are a total of 48 color chips and a description of the Optonic Color System of wall finishes for interior decoration. Arco. Co.

SAFETY EDUCATION

MARCH, 1954

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

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Safety Education for November, 1954 • 40

SIGNALS FOR SAFETY



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The correspondence committee should also write the School and College Division of the National Safety Council or the editor of SAFETY EDUCATION Magazine to tell about safety procedures which your organization has found effective.

We started with a group of home room representatives. They elected officers, named from among their members the heads of such committees as publicity, accident reporting, inspection, safety code, bicycle, safe driving, correspondence and the like. We have now added to the organization the presidents (or other executive officers) of the school safety patrol, the bus patrol, the shop engineers, the physical education leaders and such other groups as your school may find it helpful to organize. Which means that your student safety organization has been expanded and given some precise duties . . . responsibilities which are obvious from the recital of areas of operation. Additional ideas for activities which your student safety organization may undertake throughout the year will be developed in the next article in this series●

first flight

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